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School Board Journal

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VOL. XXXVIII, No 5

MILWAUKEE—New York—Chicago, MAY, 1909

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WORTH INVESTIGATING.

School people suggest that the rural school be considered as an efficacious means for improving country life.

School Law.

Election of County Superintendent.

Under the Indiana laws of 1908 (par. 6376), providing that the township trustees shall meet on the first Monday of June and elect a county superintendent of schools, not limiting the power to elect to the day named, the trustees are not deprived of the power, or relieved of the duty, to elect on a later day by failure to make a valid election on the day specified.—*State v. Scott, Ind.*

Whether or not there be a technical vacancy within the laws of 1908 (par. 6376), providing that the township trustees shall meet on a certain day and elect a county superintendent, and, a vacancy occurring, they shall meet and fill it, where the election held on the specified day was nugatory because of the person receiving the majority of the votes being ineligible, is immaterial. It is the duty of the trustees in either case to elect a superintendent, though the one elected for the previous term is holding the office till his successor shall be chosen and shall qualify. *State v. Scott, Ind.*

School Supply Contracts.

The Idaho school laws (Sess. Laws 1899, p. 105), as amended by the act of 1905 (Sess. Laws 1905, p. 71), providing that no trustee shall be interested in any contract made by the board, or in any supplies furnished to the district, and that no action shall be maintained upon any contract in which a trustee is interested, but the same shall be void, is intended to prohibit a trustee from making any contract with his district, in which he is pecuniarily interested. *Independent School Dist. No. 5 v. Collins, Idaho.*

School laws forbidding a trustee to be interested in any contract with the board or in any supplies furnished, and providing that no action shall be maintained upon a contract in which a trustee is interested, but the same shall be void, does not, because the only penalty provided is that an action shall not be maintained on a contract in violation thereof, prevent a recovery by the district of money paid upon a contract in violation thereof. *Independent School Dist. No. 5 v. Collins, 98 P. Idaho.*

School laws forbidding a trustee to be interested in any contract made with the board, or in any supplies furnished, and providing that no action shall be maintained on a contract in which a trustee is interested, but the same shall be void, is founded in public policy, and intended to prevent abuses by trustees. *Independent School Dist. No. 5 v. Collins, Idaho.*

To recover money paid on a contract made by a school district on the ground that it was void as being in violation of the Idaho school laws forbidding a trustee to be interested in a contract made by the board, the complaint must allege that such contract was made with defendant during the time he was a trustee. *Independent School Dist. No. 5, v. Collins, Idaho.*

One who was a teacher in a town at the time of its consolidation with the city of Greater New York, and who at that time held a school commissioner's certificate, was not thereby entitled to become a member of the permanent teaching force of the city, and her status as a member of the teaching force was not affected by the subsequent issuance to her of a first

grade school commissioner's certificate. (As above.) *People vs. Board of Education of City of New York.*

SCHOOL LEGISLATION.

The Colorado legislature has passed a bill compelling school districts to publish a financial report each year.

Indianapolis, Ind. The city has fared well in state school legislation affecting it. The board of school commissioners are authorized under a new law to issue bonds for \$75,000 yearly for building purposes in addition to the \$75,000 tax levy limit. The condemnation authority of the board is extended to the acquirement of sites for libraries as well as school buildings.

Another law provides that all students from outside townships transferred to city schools shall pay at a rate not to exceed \$4 a month for the high schools and not to exceed \$2 a month for the grade schools. This doubles the present incomes for transfers.

In consideration of a half-cent levy for the maintenance of the Herron Art Institute, the school children of the city are given free use of the institute, and teachers are in addition given half rates for instruction.

Montana School Legislation.

School legislation received much attention at the hands of the Montana legislature and a number of important bills were passed. One was house bill 118, which related to the letting of contracts by school trustees. It makes it unlawful for any trustee to have pecuniary interest, directly or indirectly, in the erection of any schoolhouse, or to be in any manner connected with the furnishing of supplies, or to receive any compensation or reward for services rendered. Contracts for \$250 or more cannot be let without advertising for at least two weeks for bids.

Fire drills are required in schools under a law which relates to all schools where thirty or more pupils are enrolled. It is made the duty of the teachers to instruct once a week in a fire drill. The fire alarm is to be given by striking a gong and the children are required to form in line and leave the building in an orderly manner, and through the exits that will most expeditiously clear the building. That the drill may be effective when there is real danger, there is to be no set time for the alarm. Penalties are provided for both trustees and teachers who fail to carry out the provisions of the law.

Another bill which is of interest is that relating to contracts affecting legal holidays. It provides that in any contract between a teacher and the school trustees, the school month shall be construed as 20 school days, or four weeks of five days each. No teacher shall be required to teach on Christmas, New Year's, Fourth of July, Feb. 12, Feb. 22, May 30, the first Monday in September, Oct. 12 and the day appointed for Thanksgiving day; and no deduction from a teacher's wages shall be made because a school day happens to come on any of the holidays mentioned.

County superintendents are given some additional duties under one of the bills passed. A county superintendent is required to visit each school in his or her district at least once a year, and oftener, if deemed necessary. The superintendent is to observe the conditions, mental and moral, the instructions given, the teacher's ability and the progress of the pupils. The superintendent is to advise the teacher in regard to instruction, classification, government and discipline of the school and the course of study. No school district is to be entitled to any part of the apportionment of money which has not maintained a free school for at least four months of the preceding school year.

Another law of importance requires that the principal modes by which each of the dangerous communicable diseases are spread, and the methods for the restriction and prevention of

such diseases as smallpox, diphtheria, scarlet fever, measles, tuberculosis and chicken pox must be taught. Superintendents and teachers are to give oral and blackboard instructions on data furnished by the state board of health. Refusal or neglect to comply with the law is to be cause for dismissal.

New Legislation in Minnesota.

The Minnesota legislature at its session this year has enacted the following laws:

1. Provision has been made for the establishment of courses of agriculture in ten state high schools and an annual appropriation of \$2,500 to each. The schools are to be designated by the state high school board.

2. The present truancy and attendance law has been changed by a bill introduced by Representative Mattson. It provides that every school district that does not have a truancy officer shall, through its clerk, make an enumeration before the first of August of all persons of school age in the district. On the basis of this list the teacher is to report to the county superintendent the names of such of them as are not enrolled. It is made the duty of the county superintendent and county attorney to take the steps necessary to enforce attendance.

3. In the cities of St. Paul, Minneapolis and Duluth basement rooms cannot be used as schoolrooms for daily recitations.

4. Various attempts have been made to enact a new textbook law. One bill by Senator Cooke, which passed the senate, provided for state uniformity and for a commission to select books. This commission was to be composed of the state superintendent, the president of the state university, and the presidents of the five normal schools. The bill failed of passage in the house.

Another bill, introduced by Representative Adams, modified the present law in some respects requiring the publishers to sell books in Minnesota at prices no higher than in any other state, and to maintain uniform prices in the state. This bill passed in the house, but failed to pass the senate. No textbook legislation has resulted from the session.

5. The state aid has been increased in the following amounts: To high schools, from

(Concluded on Page 34)



Good Reason.

"Maria," said Mr. Quigley, entering his home in some excitement, "I want you to promise me not to look at the papers for the next three years."

"What for?" wonderingly asked Mrs. Quigley. "I have just been appointed to the school board."

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Getting Our Bearings on Industrial Education

JESSE D. BURKS, Principal Teachers' Training School, Albany, N. Y.

The industrial education craft has steered a devious course during her eventful voyage. Twenty-five years ago she was flying the flag of manual training at her main mast. Against head winds, through heavy seas, sometimes, apparently, with faulty chart and compass, her pilots have brought her through—somewhat battered and scarred, but still seaworthy. She has lately been dry docked, scraped and painted, equipped with twin propellers and turbine engines, provided with a new figure-head, renamed, compass adjusted, and now flies the pennant of industrial education.

That she is the same old craft will be evident, however, to anyone who will read the specifications of the old vessel and compare them with those of the repaired and re-christened ship that has so recently and so gallantly put out to sea. To one accustomed to the uncertainties of tacking against head winds in a sailing vessel, and of drifting idly on a calm sea, waiting for favoring breezes, there seems to be magic in the resistless headway that our ship is making under the driving force of her engines. If only her course be true and her charts trustworthy, there can be little doubt that the newly launched craft will bring us surely and speedily towards our home port. The perils of the sea are numerous, however, and not always to be anticipated. Like the watchful mariner, we should seize every opportunity for determining our exact position by getting our bearings on a light, a point of land, a barren rock, a fixed star, or the sun itself.

Without pursuing further this fanciful figure, let us examine directly some of the bearings of the present national agitation for industrial education. It would certainly be hazardous to make any single statement designed to give the present attitude of the country at large toward industrial education and manual training. It is possible, nevertheless, for us to find some fairly definite indications of certain tendencies, and to examine very briefly the significance of these tendencies in the general educational movement of today.

Recent Developments.

The past few years have seen the organization of divisions of industrial education within state education departments; the establishment of independent commissions on industrial education, of national and state associations for the promotion of industrial education, and of a national commission on country life. The need of industrial education has been emphasized again and again by the United States Commission of Education, by many leading state and city superintendents, by the governors of numerous states, and by the president of the United States in at least two of his messages. It has been vigorously urged by manufacturers' associations, labor organizations, associations for civic betterment, charity organizations and political parties. State legislatures have passed favorable laws and periodical publications have given to the industrial education propaganda a degree of publicity and support that they have rarely accorded any similar public movement. Various teachers' associations have given increasingly large attention to the question, and the manual training department of the National Education Association has given over its programs almost wholly to its consideration. A new department of technical education has been organized. The general programs of the association and of the department of superintendence have given much

time to the subject and many speakers of high ability have discussed its social, economic and educational bearing. In short, we have had almost all of the possible accompaniments of a system of industrial education except industrial schools, and doubtless we shall have a plentiful supply of these in the very near future.

There are, in the United States, about one hundred and fifty schools of secondary grade which may properly be designated manual training or industrial training schools. Of this number, thirty are public high schools and are known variously as manual training high schools, technical high schools, and mechanic arts high schools. Most of them give from five to nine hours a week to manual, technical and industrial instruction. Some give as little as four hours, and a few as much as twelve hours a week to such instruction. Six of the thirty schools report that they give all of their time to technical, industrial and trade instruction, which indicates that these schools may be dealing in a serious way with genuine vocational problems and may be called industrial schools in the sense attached to that term in current discussion. In general, however, it may be said that high schools of the manual training type are dominated by the same purpose that controls ordinary high schools, and that this purpose is distinctly not vocational unless we include attendance upon college among the vocations. It may be confidently asserted, furthermore, that with the exception of the new Cleveland high school, and possibly one other, there does not exist today in the United States a public secondary school that with strict accuracy should be termed a technical high school.

Manual Training.

Of the thirteen hundred city school systems in the United States, almost exactly one-half have introduced, somewhere in their curricula, various forms of constructive activity known as hand work, or manual training. In about one hundred and fifty of these cases hand work extends through all of the grades of the elementary school, and in about one hundred cases it is given in the high schools. In some cases hand work is given in the kindergarten only, and between this extreme and the other extreme of manual training in every grade, there are all possible differences in practice.

While, on the whole, the manual training movement has had a salutary effect in directing attention to the right relation between theory and practice in education, it is nevertheless true that hand work in the schools is still mainly abstract, isolated, impractical and unsocial in character. It is very largely lacking in rational content, and therefore in educational worth. As "busy work" and relaxation, it no doubt performs a function of some value. The very name "manual training," however, is suggestive of a discredited psychology. With a few gratifying exceptions, hand work is a fungus growth on an otherwise ill-proportioned and mis-shapened curriculum that needs not so much to be pruned and trained as to be up-rooted and replaced by a more vigorous and more productive plant.

To put the matter positively, the great educational need at this point is for us to recognize in our practice what many of us profess to accept in theory, that constructive hand work is an indispensable means of developing intelligent ideas, sympathetic appreciation and executive efficiency in relation to the industrial side of human society. "Manual training," in

other words, should be replaced by the intelligent study of the constructive, industrial factors of social progress.

Demand Industrial Efficiency.

It should be noted that the kind of study here proposed might as properly be termed "industrial education," as the training for skill in industrial vocations that is everywhere now being so vigorously demanded. It may indeed be doubted whether without a basis, such as that suggested, industrial education can be saved from the isolation, the unsocial and even anti-social tendencies with which the present curricula have been charged.

A few weeks ago I was inspecting one of the largest manufacturing establishments in New York state, which had recently organized a school for apprentices, provided it with a thoroughly modern equipment, and placed in charge a well-educated man of high ideals and practical ability. Here, I thought, I had found an enterprise that might have something to teach the schools concerning their effort to meet concrete social needs. The master mechanic to whose initiative this school was due told me, however, that he had serious doubt as to the practical value of his apprentice school. He thought he would direct the teacher to use the machines for demonstration purposes only, as the boys spent too much time "figuring out how to get a piece of work set up and how to get the thing done." "These boys," he said, "will work all their lives for our company and we want them to do things our way. We don't want the boys to draw; we want them to read drawings. We don't want them to figure; we want them to read figures. We don't want them to boss; we want them to be bossed." And he might have added, we don't want them to think, but to become automatic machines.

The objection of this master mechanic was to any system of training that develops initiative and independence. While his view is certainly not that of the most far-sighted manufacturers who are joining in the cry for industrial education, his attitude does represent a somewhat common tendency to regard industrial efficiency as the sole standard by which to measure the value of industrial education. There is need for a resolute stand against every attempt to exploit the efficiency of the rank and file in the interest of private greed. Education must never lend itself to any movement that ignores the fundamental truth, that to make a life is of greater consequence than to make a living. By every proper means education must seek to rectify the standards of industry itself and to promote a genuinely social consciousness among our people.

The ideals of industrial, as of all other forms of education, can be stated, then, only in terms of social intelligence, social appreciation and social service. Any attempt to isolate completely the problems of industrial education must accordingly fail, for society is essentially organic, and every truly social problem is shot through with a thousand threads of social complexity. In all of its essential qualities, therefore, industrial education, in common with education of every other type, must conform to the great underlying needs of men and women composing a human society.

To say that industrial education introduces no fundamentally new principles, and that every important principle applicable to industrial education applies also to education in all of its aspects, is not, however, to overlook the necessity of working out in detail the ap-

(Concluded on Page 26)

THE AGE AND GRADE OF SCHOOL CHILDREN

G. W. GAYLER, Superintendent of Schools, Princeton, Ill.

In the schools from which the following data were collected the legal age of entrance is six years. In a few cases children are kept out of school until they are seven, but this is only in rare exceptions. More often parents are very anxious to have their children in school as soon as possible, and this often leads to sending them before they are six. My experience leads me to think that there are more who enter before six than there are who do not come until they are seven. The average age for entrance in Crawfordsville for the time I was there was six years and four months. The average age at Princeton for the last two years, I am sure, has not been more than six and one-half years.

The data given below are all based upon the ages of children taken at the beginning of the school year. If there is an error it lies in the fact that the ages were taken at this time rather than at the middle of the school year. An addition of four and one-half months would give the average age for the middle of the school year, and would certainly result in more children being behind their grade, and in an older average age for the grades. In our effort to be fair we have perhaps gone too far. At least no one can accuse us of attempting to make a report showing that children are older than they really are. All the way through this investigation the effort has been made not to overstate any of the facts.

If a child enters at the age of six years and one-half or at any time between the ages of six and seven, and is advanced a grade each year, he should be in the second grade between seven and eight, the third grade between eight and nine, the fourth grade between nine and ten, the fifth grade between ten and eleven, the sixth grade between eleven and twelve, the seventh grade between twelve and thirteen, the eighth grade between thirteen and fourteen, he would thus finish the elementary school course of eight grades at fourteen years of age. Our school course has been planned with the idea in mind that the average boy or girl could and should complete a grade a year. If it is not based upon this, I shall be glad to know upon what basis we have our eight grades of

Table I.

GRADES.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.
NORMAL AGE.	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
Princeton	6 yr. 11 mo.	7 yr. 9 mo.	8 yr. 11 mo.	10 yr. 7 mo.	11 yr. 10 mo.	12 yr. 8 mo.	13 yr. 6 mo.	14 yr. 9 mo.	15 yr. 7 mo.	16 yr. 11 mo.	17 yr. 13 mo.	18 yr. 3 mo.
Ladd	7 yr. 6 mo.	8 yr. 8 mo.	10 yr. 3 mo.	12 yr.	13 yr.	12 yr. 10 mo.	13 yr. 5 mo.	14 yr. 8 mo.				
La Salle	7 yr. 7 mo.	9 yr. 10 mo.	10 yr. 4 mo.	11 yr. 2 mo.	12 yr. 4 mo.	13 yr. 9 mo.	14 yr. 11 mo.	15 yr. 5 mo.				
East Mendota	6 yr. 5 mo.	7 yr. 10 mo.	9 yr. 9 mo.	10 yr. 9 mo.	11 yr. 6 mo.	12 yr. 8 mo.	13 yr. 7 mo.	14 yr. 7 mo.	15 yr. 2 mo.	16 yr. 5 mo.	17 yr. 2 mo.	18 yr. 8 mo.
De Pue	6 yr. 9 mo.	7 yr. 11 mo.	8 yr. 6 mo.	10 yr.	11 yr. 2 mo.	12 yr. 10 mo.	13 yr. 11 mo.	14 yr.				
Ottawa	6 yr. 5 mo.	7 yr. 9 mo.	8 yr. 2 mo.	10 yr. 2 mo.	11 yr. 3 mo.	12 yr. 2 mo.	13 yr. 2 mo.	14 yr.				
Peru	6 yr. 5 mo.	7 yr. 7 mo.	8 yr. 10 yr.	10 yr. 10 yr.	11 yr. 11 yr.	12 yr. 12 yr.	13 yr. 12 yr.	14 yr.				
Streator	6 yr. 8 mo.	7 yr. 8 yr.	9 yr. 9 yr.	10 yr. 11 yr.	11 yr. 12 yr.	12 yr. 13 yr.	13 yr. 14 yr.	14 yr.				
Crawfordsville	6 yr. 4 mo.	7 yr. 11 mo.	9 yr. 4 mo.	10 yr. 4 mo.	11 yr. 6 mo.	12 yr. 5 mo.	13 yr. 4 mo.	14 yr. 9 mo.	15 yr. 4 mo.	16 yr. 2 mo.	17 yr. 11 mo.	18 yr. 5 mo.
Bloomington	6 yr. 2 mo.	7 yr. 4 mo.	8 yr. 8 mo.	9 yr. 6 mo.	10 yr. 1 mo.	11 yr. 4 mo.	12 yr. 5 mo.	13 yr. 10 mo.	14 yr. 2 mo.	15 yr. 1 mo.	16 yr. 8 mo.	17 yr. 9 mo.

school work. Theoretically, the course is planned this way, but practically a majority of the children are not making a grade a year, as the following data will show:

Table I shows the average age of the children of the different grades in the different cities and towns from which this data have been collected. A study of this table will reveal the fact that although children enter at the normal age, they are in the intermediate and grammar grades one or more years behind. When this is coupled with the fact, which will be made clear later, that such a large number of children drop out of school from the fifth grade on, and that those that drop out are the older pupils, it is pretty good proof that children are behind their grade at the normal age.

Table II gives a summary of all data concerning the number of pupils in the normal grade, and the number behind the normal grade, from the eleven graded schools which submitted reports in time for tabulation.

There were reported from these eleven systems 8,942 pupils, of which 3,795 are up to, or ahead, of the normal grade, and 5,147 are behind; 3,298 are one year behind, and 1,849 are two or more years behind. If we put this in per cent, which I am sure will mean more to us, we find that 42.44 per cent are in the nor-

mal grade or ahead, and 57.56 per cent are behind. Of those behind, 36.89 per cent are one year behind, and 20.67 per cent are two or more years behind.

Turning to the data collected a few years ago, given in Table III, we find that in the three cities from which the data were collected there were 7,940 children reported, of which number 3,454 were in the normal grade, or ahead, and 4,486 were behind. Putting this in per cent, we have 44.66 per cent in normal grade, or ahead, and 55.34 per cent behind. Of those behind, 29.35 per cent are one year behind, and 25.99 per cent are two or more years behind.

A combination of all data from all graded schools, tabulated in Table IV, gives the following figures: Total number of children reported, 16,882, of which number 7,249, or 42.88 per cent, were in the normal grade, or ahead, and 9,633, or 57.06 per cent, were behind the normal grade. Of those behind, 34.49 per cent were one year behind, and 22.57 per cent were two or more years behind.

Through the kindness of Supt. Claude Brown I am able to give you the results from the rural schools of Bureau county. Here we find no exception to the rule that children are behind, but we do find the unexpected condition that they are not so many behind. Out of a

Table II. Eleven Graded Schools.

	I.		II.		III.		IV.		V.		VI.		VII.		VIII.		Total.		Per Cent.		Per Cent.	
	Nor- mal, or ahead	Be- hind	N.	B.	N.	B.	N.	B.	N.	B.	N.	B.	N.	B.	N.	B.	N.	B.	Total	N.	B.	
Streator	207	291	158	213	76	179	91	173	46	186	34	148	38	102	24	77	674	1,369	2,043	32.99	67.01	
Ottawa	148	67	132	65	99	76	92	109	71	103	71	83	61	85	55	70	729	658	1,377	52.94	47.06	
La Salle	147	69	79	104	60	74	46	98	44	70	46	90	28	68	20	50	470	623	1,093	43.00	57.00	
Peru	84	10	90	31	46	29	44	57	51	36	34	19	38	14	39	9	426	205	631	67.51	32.49	
Princeton	58	35	41	26	40	24	30	55	26	56	25	60	25	55	26	51	271	362	633	44.06	55.93	
East Mendota	33	10	26	12	22	14	7	29	12	18	8	29	10	19	5	21	123	152	265	46.41	53.59	
Henry	16	11	13	15	8	11	5	11	10	6	6	20	5	19	13	10	76	103	179	42.96	57.04	
De Pue	28	21	9	20	5	26	6	22	2	8	2	8	2	10	54	114	168	32.28	67.72	
Ladd	42	42	18	48	10	55	..	37	..	20	3	19	5	7	14	5	92	233	325	28.30	71.69	
Neponset	12	10	20	8	4	5	12	1	4	7	5	6	7	5	4	7	68	49	110	57.23	42.76	
Freeport	295	112	99	127	109	205	79	230	68	211	59	154	59	126	44	114	812	1,279	2,091	39.81	60.18	
Totals	1,070	678	685	669	479	697	412	822	334	721	293	636	278	510	244	414	3,795	5,147	8,942	42.44	57.56	
Totals in per cent.	1,748	1,354	1,176	1,234	1,055	929	788	658	31.6	68.3	31.5	68.4	35.2	64.7	37.0	62.9	42.44	57.56	100.00			
More than one year behind	202		248		247		308		279		240		183		142		1,849					
Per cent more than one year behind....	11.55		10.83		21.0		24.95		26.44		25.83		23.22		21.56		20.67					

Table III.

	I.		II.		III.		IV.		V.		VI.		VII.		VIII.		Total.			Per Cent.	
	N.	B.	N.	B.	N.	B.	N.	B.	N.	B.	N.	B.	N.	B.	N.	B.	N.	B.	Total.	N.	B.
Ft. Wayne	643	222	436	457	418	266	358	410	305	440	195	392	69	304	44	193	2,468	2,684	5,152		
Crawfordsville	90	73	50	92	34	70	40	99	42	103	33	94	26	68	15	87	330	686	1,016		
Bloomington	86	74	89	101	68	145	83	205	119	135	109	207	62	146	40	103	656	1,116	1,772		
Total	819	369	575	650	520	481	481	714	466	678	337	693	157	618	99	383	3,454	4,486	7,940	44.66	55.34
	1,188		1,225		1,001		1,195		1,144		1,030		675		482		7,940				
Total in per cent....	68.9	31.0	46.9	53.0	57.9	48.0	40.2	59.7	40.7	59.2	32.7	67.2	23.2	76.7	20.54	79.46					
More than one year behind	89		177		237		282		384		397		294		204		2,064				
Per cent more than one year behind....	74.91		14.44		23.67		23.59		33.56		38.54		43.55		42.32		25.99				

Table IV.

	I.		II.		III.		IV.		V.		VI.		VII.		VIII.		Total.			Per Cent.	
	N.	B.	N.	B.	N.	B.	N.	B.	N.	B.	N.	B.	N.	B.	N.	B.	N.	B.	Total.	N.	B.
Total Indiana.....	819	369	575	650	520	481	481	714	466	678	337	693	157	518	99	383	3,454	4,486	7,940	44.66	55.34
Total Illinois.....	1,070	678	685	669	479	697	412	822	334	721	293	636	278	510	244	414	3,795	5,147	8,942	42.44	57.56
Grand total of all Graded Schools.....	1,889	1,047	1,260	1,319	999	1,178	893	1,536	800	1,399	630	1,329	435	1,028	343	797	7,249	9,633	16,882	42.88	57.06
	2,936		2,579		2,177		2,429		2,199		1,959		1,463		1,140		16,882				
Total in per cent.....	64.33	35.66	52.96	47.03	45.88	54.11	36.76	63.23	36.38	63.61	30.59	69.39	29.73	70.26	30.08	69.91	42.94	57.06			
More than one year behind.....	291		425		484		590		663		637		477		346		3,913				
Per cent more than one year behind...	9.91		16.47		22.23		24.29		30.15		32.51		32.6		30.35		22.57				

total of 2,090 reported, 970, or 46.41 per cent, are in the normal grade or ahead, and 1,120, or 53.59 per cent, are behind. Of these behind, 25.22 per cent are one year behind, and 28.37 per cent are two or more years behind.

In looking over the summary of the eleven graded schools in Illinois, we see that there are fewer behind in the first grade than in any other grade, and that a constantly increasing number are behind as the children advance through the grades until the sixth is reached. From that grade to the high school there is a constantly decreasing number behind. In the data from the three schools from Indiana there is a constantly increasing number behind until the high school is reached, with the exception of the second grade, where there are more behind than in the third grade. In the summary for all graded schools there is a constantly increasing number that fall behind until the seventh grade is finished, while in the rural schools, with the exception of the fourth grade, there is a constantly increasing number behind in each successive grade throughout the eight elementary grades.

In no place do we find 50 per cent of the children in the normal grade, or ahead, of it, except in the first and second grades, and in the second grade almost 50 per cent are behind, while in some schools fully 50 per cent are behind.

Now if we turn to the question of pupils dropping out of school, the data collected are just as startling. Table II shows that the total enrollment of 8,942 for the eleven graded schools are by grades as follows:

First grade, 1,748, or 19.54 per cent of whole number enrolled.

Second grade, 1,354, or 15.14 per cent of whole number enrolled.

Third grade, 1,176, or 13.15 per cent of whole number enrolled.

Fourth grade, 1,234, or 13.80 per cent of whole number enrolled.

Fifth grade, 1,055, or 11.79 per cent of whole number enrolled.

Sixth grade, 929, or 10.39 per cent of whole number enrolled.

Seventh grade, 788, or 8.81 per cent of whole number enrolled.

Eighth grade, 658, or 7.37 per cent of whole number enrolled.

Table III shows that the total enrollment of 7,940 for the three systems of schools in Indiana are by grades as follows:

First grade, 1,188, or 14.96 per cent of whole number enrolled.

Second grade, 1,225, or 15.43 per cent of whole number enrolled.

Third grade, 1,001, or 12.61 per cent of whole number enrolled.

Fourth grade, 1,195, or 15.06 per cent of whole number enrolled.

Fifth grade, 1,144, or 14.41 per cent of whole number enrolled.

Sixth grade, 1,030, or 12.96 per cent of whole number enrolled.

Seventh grade, 675, or 8.49 per cent of whole number enrolled.

Eighth grade, 482, or 6.07 per cent of whole number enrolled.

Table IV, which is a summary of the two preceding tables, shows a total of 16,882, which is by grades as follows:

First grade, 2,936, or 17.39 per cent of whole number enrolled.

Second grade, 2,579, or 15.26 per cent of whole number enrolled.

Third grade, 2,177, or 12.89 per cent of whole number enrolled.

Fourth grade, 2,429, or 14.32 per cent of whole number enrolled.

Fifth grade, 2,199, or 13.02 per cent of whole number enrolled.

Sixth grade, 1,959, or 11.61 per cent of whole number enrolled.

Seventh grade, 1,463, or 8.66 per cent of whole number enrolled.

Eighth grade, 1,140, or 6.81 per cent of whole number enrolled.

The totals of the 139 rural schools as given in Table IV shows an enrollment of 2,090. Arranged by grades they are as follows:

First grade, 296, or 14.16 per cent of whole number enrolled.

Second grade, 304, or 14.54 per cent of whole number enrolled.

Third grade, 245, or 11.24 per cent of whole number enrolled.

Fourth grade, 308, or 14.75 per cent of whole number enrolled.

Fifth grade, 249, or 11.91 per cent of whole number enrolled.

Sixth grade, 207, or 9.90 per cent of whole number enrolled.

Seventh grade, 207, or 14.21 per cent of whole number enrolled.

Eighth grade, 184, or 8.80 per cent of whole number enrolled.

It is clearly seen that contrary to exceptions a larger per cent of children remain in the grades as far as the seventh than remain in the graded schools. The dropping off in the eighth grade, probably, can be accounted for by remembering that many country children attend the preparatory department of the Princeton township high school and other or high schools rather than continue the eighth grade work in the country, and also by the fact that this is about the age when country boys quit school to work, if it is not their intention to go through high school.

Is this the natural condition, the one to be expected, and the one for which educators are consciously striving? It seems to me a condition to be deplored, and that it behooves us as school men, who in a large manner shape the educational policy of our respective communities, to inquire into the cause of this condition, and after satisfying ourselves as to the causes of it to seek for the remedies which shall change this condition. It has not been the purpose of this investigation nor the purpose of this paper to discuss the cause and remedies of this condition. This is a matter that should be taken up for a full investigation later.

"Education is now regarded as a continuous life process," says J. M. Greenwood, superintendent of public schools, in his semi-annual report to the board of education, "beginning with the birth of the child and continuing until the mental faculties decay. This new conception has branched out in many directions, the most notable of which, according to the latest gospel, is that it is the highest duty for each one to fit himself to be of social service."

"Many times I feel that our teaching body is not properly appreciated. Their efforts individually and collectively to improve themselves professionally and in general culture are practically unknown to the majority of our citizens.

"Silent forces are always the most powerful, the deepest, strongest and the least changeable. The teachers feel that the educated boy or girl is the one who is capable of getting at the truth, and can use various methods of getting at it."

Milwaukee, Wis. The neighborhood betterment work conducted by the board of education offers the following week's program to all classes and ages:

Monday evening: Girls' gymnasium class, male chorus, reading and stories (library), action games, quiet games.

Tuesday evening: Young ladies' gymnasium class, industrial work, reed and willow basket weaving; the Hey-Daled debating society, the brass band, reading and "talk" (library), action games, quiet games.

Wednesday evening: Young men's gymnasium class, Laurel glee club (young ladies), the Young Macabees club (boys), reading and instructive talks (library), action games, quiet games.

Thursday evening: Boys' gymnasium class, opera rehearsal, The County Judge, reading and instructive talk, action games, quiet games.

Friday evening: Girls' Literary Social club, Hebrew Progressive club (young men and women), industrial work, reed and willow basket weaving; History and Civic club (men), reading and "talk," dancing (young men and women), action games, quiet games.

Table V.

	I.		II.		III.		IV.		V.		VI.		VII.		VIII.		Total.		Total.
	N.	B.	N.	B.	N.	B.	N.	B.	N.	B.	N.	B.	N.	B.	N.	B.	N.	B.	
Rural Schools, 139, in Bureau County	207	89	177	127	107	138	138	170	91	158	74	133	99	198	77	107	970	1,120	2,090
Total in per cent.....	69.89	30.07	58.22	41.77	43.67	57.32	44.80	55.19	36.54	63.4	35.7	64.2	33.33	66.66	41.84	58.15	46.41	53.59	
More than one year behind.....	19		48		68		88		91		66		135		68		583		
Per cent more than one year behind	6.41		15.78		27.75		28.57		36.54		31.88		45.45		36.95		28.37		

New Rules and Regulations

Milwaukee, Wis. The board of school directors has revised its rule relating to the use of public school buildings. The new section reads:

Whenever three or more reputable and responsible citizens make a written request to the secretary of the board for the privilege of using one or more rooms in a school for public meetings of civic and other associations, at which meetings questions of a public, civic and educational nature may be discussed and lectures thereon given, the same to be divested of partisan and religious bias, and said meetings to be open to all the public and free, the secretary may, in his discretion, issue a permit to make use of such room or rooms without expense, conditioned, however, upon the payment of any damage which may result therefrom. The request for such use shall state exactly the purpose, the date or dates and the time of day. No permit shall be issued which will interfere with regular school exercises or the work of the janitor. The secretary shall each month report to the board the names of persons or associations to whom permits shall have been issued, or refused, together with the dates, purpose of the meeting and such other matters as may be proper.

San Francisco, Cal. The board of education has agreed that residents of San Francisco only should be employed in school work. This does not affect teachers, though the board will consider the teacher in connection with the question. About two hundred and twenty-five teachers may be forced to change their residence.

Williamstown, Ky. The Grant county board of education has adopted a rule that no persons, organizations or societies be allowed to use any of the schoolhouses for any but public school purposes, except on the express condition that they bind themselves to be absolutely responsible for any damages and injury to the schoolhouses and property before so using the same, and that they make good any and all damages and injury sustained to any of the schoolhouses or contents thereof during such use or as a result of such use in any manner.

St. Louis, Mo. The school board has adopted a new rule relating to the bonds of contractors. It reads:

Every contract for \$500 or more made through the building department shall be accompanied by a bond conditioned for the faithful performance thereof, executed by a solvent surety company and approved by the committee on finance. Contracts for \$500 or more and less than \$10,000 shall be accompanied by a bond of equal amount thereto; contracts for \$10,000 and more and less than \$50,000, by a bond for 50 per cent. thereof; and contracts for \$50,000 and more by a bond of 25 per cent. thereof.

For contracts less than \$500.00 bonds may be required at the discretion of the commissioner of school buildings with a surety approved by him.

The old rule required a bond of 25 per cent on every contract for \$500 or over. While this rule applied very well to contracts in large amounts, the amount of the bond for contracts of smaller amounts was insufficient to fully protect the subcontractors furnishing labor and materials thereunder.

Chicago, Ill. The board of education has accepted a recommendation of its school management committee which calculated to secure

the lowest prices on text books. The committee suggested that contracts with publishers contain the following provisions:

1. A statement on the part of the publishers that these are the lowest prices at which the particular books in question have been offered for sale, or have been adopted for use in any part of the United States.

2. An agreement on the part of the companies in question that if said books should be offered at lower prices, or adopted at lower prices, in any part of the United States at any time in the future during the life of the contracts, that the publishers agree to give the board of education the benefit of such lower prices.

The board of education shall have the right to substitute any other edition or editions at the prices at which such edition or editions may be sold elsewhere.

3. A clause providing a penalty for failure to carry out any and all of the provisions of the contracts.

Arlington, Tex. The school board has enforced the following new rule: Any student who is attending the public school and is thereby under the control and supervision of the superintendent and teacher, shall not be permitted to pay or to receive calls of a personal nature from one of the opposite sex, nor shall it be permitted during the school term for students in a formal way to receive attention from one of the opposite sex and in this way attend places of amusement or entertainment, private or public, or places of worship.

Any student found guilty of violating this order shall for the first offense be suspended for such time as the superintendent may deem necessary, and for the second offense shall be punished by expulsion from the public schools for the remainder of the term.

State Supt. R. B. Cousins has notified the board that it cannot regulate the conduct of pupils while they are on the premises of their parents or guardians.

New rules of the Boston school committee require that children afflicted with contagious or infectious diseases be excluded from the public school playgrounds.

Bayonne, N. J. A recent rule of the board forbids janitors to use feather dusters. Flannel cloths must be used in removing dust from desks and other furniture.

Leonmister, Mass. The school committee has directed that graduates of the high school wear caps and gowns at the commencement exercises.

Northampton, Mass. A new rule calculated to prevent teachers from resigning near the opening or close of the school year has been adopted by the school board. It reads as follows:

"Teachers accepting appointments shall agree not to leave their positions during the first or last month of the school year and not to leave at any time without giving the superintendent at least four weeks' notice in writing."

Holyoke, Mass. A new rule before the school committee proposes to give the superintendent full authority to appoint all teachers. The rule reads:

"The superintendent shall be the head of the school, and as such shall have a voice in the councils of the board and of the various committees. He shall have the absolute power to

appoint the teachers after consultation with the principal of the building to which the teachers are to be assigned, wherever there is such a principal, and wherever there is no principal of a building the superintendent shall have the sole power of appointment. This consultation shall be held at least one week previous to the appointment and the term of service of teachers so appointed shall continue until the first meeting in June following this appointment, at which time the board may proceed to ratify or reject the appointments of the superintendent."

Bay City, Mich. The school board has adopted a rule that no committee or member thereof be authorized to make purchases or order work done for any school or grounds during one month to exceed \$25.00 without the consent of the entire board.

Davenport, Ia. The school board is considering a new rule pertaining to the absence of teachers. It provides for the grant of three days' absence in the case of a death in the immediate family of a teacher and with no loss of salary. It also provides for a ten days' leave of absence in case of sickness. The remuneration in this instance is one-half of the regular salary. During the entire year the total number of days absent is not to exceed ten.

Missouri Legislation.

State Superintendent of Schools Fairchild has issued a summary of the educational legislation enacted by the Missouri legislature which recently adjourned.

Among the laws which may be of immediate interest are the following:

The date of the annual meeting in all school districts in which a city of the third class is located has been changed to the second Friday in April. The date of the annual meeting in other school districts was left unchanged.

The manner of making the levy at district meetings was changed so that the district meeting is to vote the amount of money that is to be levied for school purposes, and not the number of mills to be levied. The county commissioners are to levy the number of mills that will produce the amount voted at the district meeting. For district schools the maximum levy provided is 3½ mills, but that may be increased by giving ten days' notice of the proposed increase in that maximum, and by the proposed increase being carried by a three-fourths majority of the annual meeting will contain a blank form of notice of an increase in the levy over said maximum, as in many school districts the maximum provided will not be sufficient to maintain the schools up to the existing standard.

The maximum levy for general school purposes for cities of the first class having a population of over 40,000 is 5 mills, and the maximum levy in cities of 40,000 or under is 6 mills. The maximum levy for school purposes in cities of the second class is 6 mills.

A bill was passed providing that school doors shall open outward; that school buildings having more than one story shall have two separate exits from the upper story; that the plans of such buildings shall be approved by the state architect as to the requirements for school buildings before contracts shall be let, and that a fire drill shall be practiced at least once each month in school buildings having more than 100 pupils.

District ownership of textbooks may be adopted by a majority of the voters of the school districts or city.

The Barnes high school law was made in full force and effect in counties in which it received a majority of those voting on that proposition in 1906, provided that that proposition was not defeated in 1908.

Among Boards of Education

Burlington, Vt. The school board has abolished all secret fraternities, sororities and clubs in the high school. This is the first board of education in Vermont which has availed itself of the opportunities of the new anti-secret society law passed by the last legislature.

Milwaukee, Wis. The circuit court has denied the right of the school board to compel the city council to issue such bonds as the former body may desire. The state law is held to be "directory only" and not mandatory. An appeal will be taken to the supreme court.

In Illinois the supreme court has held that it is not competent for boards of health to compel the vaccination of children before they are permitted to enter the public schools.

The display of the American flag is made compulsory on each public schoolhouse in the state of Massachusetts under a new law. Flags must not be less than four feet long and must be displayed inside the building during inclement weather.

West Virginia. Agriculture is a required study for all applicants for teachers' licenses. The legislature, which recently adjourned, makes an examination in the subject compulsory.

Salem, Mass. The school board has rejected a suggestion of its grammar school committee to dispense with union graduation exercises at the end of the spring semester. The committee argued that the commencement proved a waste of the pupils' school time and a needless expense.

Trenton, N. J. With a view of preventing kidnaping from the city schools, the board of education has notified all school principals that no child in the lower grades should be allowed to leave school with a stranger. In the event of such application being made, teachers will be required to notify the homes of the children and satisfy themselves that their departure from school is under proper parental sanction.

The suit brought to test the validity of the Ohio "small school board law" as it applies to Cincinnati has been appealed to the supreme court of the state. The circuit court of Hamilton county declared the law unconstitutional and ordered the re-instatement of the board members who had been legislated out of office.

Columbus, Ohio. School boards in Ohio have absolute authority over the supervision of the schools, the state supreme court holds in a decision reversing the Wyandotte county courts which ordered the boards of education of Sycamore to permit a seven-year-old boy to omit the sixth grade and pass to the seventh grade class. The board secured a stay of execution of the judgment from the supreme court until the case could be finally passed upon.

Philadelphia, Pa. The kidnaping of Willie Whitla from a school at Sharon, Pa., has led the board of education to send a warning to every teacher in the public schools of Philadelphia, in part as follows:

"You are directed not to allow any pupil to be taken from school by anyone unknown to the principal or teacher until it is ascertained over the telephone, through the home of the pupil if possible, or through a public telephone near the home, that the request for dismissal is a proper one."

Melrose, Mass. With the opening of the fall term of the schools the present nine-year elementary course will be abandoned and an eight-year course substituted.

It is believed that by a slight rearrangement of the studies as much can be given the scholars as under the present system, and that it will encourage many to continue their studies in the high school who now might leave at the end of the nine years required.

Mahanoy, Pa. The school board has authorized the superintendent to employ all substitutes full time until the end of the school year. This will permit the regular teachers to devote much time to dull pupils.

Des Moines, Ia. The board of education has authorized the superintendent to conduct several vacation schools during the summer months. The work will be chiefly manual training, domestic science, nature study, gymnastics. Boys and girls who are brought before the juvenile court will be required to attend the vacation classes.

SALARIES.

Lead, S. D. The school board has adopted a new salary schedule for its high school teachers. The minimum salary is \$800 per year and the maximum \$1,000. Heads of departments will receive \$200 per year in addition to the regular salary. All instructors in the school are required under the new rule to take up certain professional study for one term in every four years. For this work the sum of \$100 is added to the schedule during the year the study is taken.

Thomasville, Ga. A schedule of salaries has been adopted by the school board. It provides increases for all teachers beginning with the school year 1910-11, and for the principals after September, 1909. The schedule is as follows:

Principal—\$1,000 for first year, \$1,050 for second year, \$1,100 for third year and \$1,150 for fourth year.

Assistant Principal—\$600 for first year, \$625 for second year, \$650 for third year and \$675 for fourth year.

Eighth Grade—\$450 for first year, \$500 for second year, \$550 for third year and \$600 for fourth year.

Grammar Grades—\$400 for first year, \$425 for second year, \$450 for third year and \$475 for fourth year.

First Grade—\$425 for fourth year, \$450 for second year, \$475 for third year and \$500 for fourth year.

All new teachers, hereafter employed, to receive salary as per regular schedule, beginning with the minimum salary, except new teachers who submit credentials of two or more years satisfactory work elsewhere may upon recommendation of superintendent, begin on salary of third year work.

Lynn, Mass. The school committee has voted to increase the maximum salary of teachers in the elementary schools from \$650 to \$700. The order will go into effect January 1, 1910.

Racine, Wis. The board of education has adopted a report fixing the maximum salary which may be paid to principals of the Racine schools at \$1,500, instead of \$1,400, as heretofore; maximum salary of kindergarten directors and teachers at \$650, and kindergarten assistants at \$500.

Rochester, N. Y. A general increase of \$50 in teachers' salaries has been planned by the board of education, to go into effect September 1st of this year. The minimum salary will be increased from \$450 to \$500, and the maximum from \$700 to \$750. In September of next



HON. WALTER B. CLARKSON, ESQ.
Jacksonville, Fla.
President County Board of Education.

year it is planned also to make the maximum \$800 a year, placing Rochester on a par with Buffalo and other cities of about the same size.

FOR BUSY SUPERINTENDENTS.

Supt. Charles P. Cary of Wisconsin has been re-elected as head of the state education department over three other candidates.

The city superintendents of school in Wisconsin have separated from the State Teachers' Association and have formed an independent organization. They believe that they can do more effective work as a separate body.

Supt. W. F. Fox of Richmond, Va., has tendered his resignation, to take effect July 1, 1909. Several important Southern educators have been mentioned for the position.

Yankton, S. D. Supt. R. C. Shellenbarger has resigned.

Supt. J. N. Adey of Batavia, Ill., was last month elected superintendent of the Winona, Minn., schools, to succeed C. R. Frazier. Mr. Adey was selected from sixty applicants after a spirited contest in which charges of book company support for a number of the defeated candidates were prominent.

Supt. Burton E. Nelson has been re-elected by the board of education at Racine, Wis. Mr. Nelson is considered one of the strongest educators in the Badger state. His salary has been increased from \$2,500 to \$2,700.

A General Supply Teacher.

Many boards employ a substitute teacher, one of little, if any, experience, who is on the waiting list for a regular place. Decatur, Streator, Ill., and a number of other cities employ a supply teacher. She is an active and efficient factor in the school organization. She is one of the most important persons on the pay roll. The prime requisite of her qualifications is the ability to teach, to teach well, in any grade and under any circumstances. She must have other qualifications, but this is the first. She must be able to take hold anywhere, at any time and be able to do as good work, if not better, than the regular teacher in that room. Another duty which the supply teacher is called upon to perform is that of critic teacher. She visits a teacher who from lack of experience or familiarity with the work is having trouble or is not getting the results that are expected of her. Maybe the supply teacher takes hold and teaches for a half day, while the regular teacher looks on. Perhaps she looks on while the regular teacher teaches, giving a little assistance here and a word of advice there.

School Room Hygiene

MEDICAL INSPECTION IN ST. LOUIS.

The St. Louis board of education has taken steps to introduce a complete system of medical inspection in the public schools. The city has been divided into five districts, to each of which an inspector will be assigned for work after Sept. 1, 1909. A "supervisor of hygiene" to direct the work will shortly be appointed at a salary of \$2,500, and a bacteriological laboratory will be equipped in one of the school buildings.

The physicians constituting the corps of inspectors will be known as the "Department of School Hygiene." It will be their duty,

(a). To examine all of the pupils at least once a year for the purpose of ascertaining the existence of any physical defect that interferes with the pupils' progress in the school, and to report any such defect to the parents, and advise that the family physician be consulted.

(b). To examine daily all evidences of the presence in the schools of communicable disease and to make prompt report of all cases of such to the board of health or its officers.

(c). To examine the sanitary conditions of the school premises and to make report of it to the superintendent of instruction.

The supervisor to be appointed will be a skilled physician and will have general supervision of the work of the department and such other duties connected with it as may be assigned to him. He will be required to devote his entire time to the work.

The inspectors of hygiene will devote themselves to the work for ten months in each year, and will during all school hours be engaged in their investigations in the school buildings. During the school term they will use such further time as shall be required for making the necessary examinations and reports.

The rules of the board provide that the salaries of the supervisor and his corps include all car fares and livery, for which no extra allowance may be made.

The physicians are not to be permitted to treat any case of physical defect or disease that has been discovered by either of them while engaged in their work.

The provisions of the rules of the board of education relating to the suspension and removal of teachers will apply to the supervisor and inspectors.

The superintendent of schools has been given authority by the board to appoint the "supervisor" and the inspectors. They must all be graduates of recognized medical schools, and must successfully pass an examination to determine their professional training and experience as physicians, and their personal qualifications for this special work.

NEW BOSTON RULES.

The committee on rules for the government of the medical inspection of the schools recently appointed by the Boston school physicians' association, made the following recommendations:

"The physician will visit each school in his charge as soon after 9 o'clock as possible each morning and examine in a room set apart for this purpose the following:

"(a) Every child referred to him for examination and diagnosis by the teachers or nurses.

"(b) Every child returning to school after an absence on account of illness or from unknown cause unless provided with a certificate from the board of health or attending physician.

"(c) All children returning after previous exclusion.

"(d) All children previously ordered under treatment.

"(e) All affected children who show no evidence of treatment.

"(f) All new children about to enter school.

"(g) All children about to enter school who do not bring a proper certificate of vaccination.

"Each school physician will inspect the children of the schools assigned to him at least once in each year for evidence of pediculosis, enlarged tonsils, adenoids, decayed teeth and skin diseases.

"Children showing signs of smallpox, scarlet fever, measles, chickenpox, tuberculosis, diphtheria, influenza, tonsillitis, whooping cough, mumps, acute conjunctivitis, pediculosis with live pediculi, ring worms of body or scalp impetigo, contagiosa, favus, acabies or trachoma shall be sent home immediately and the board of health notified the same day, when the condition found requires such notification."

The period of exclusion for the different diseases is designated. Children living in apartment houses, in apartments other than that in which an infectious disease exists, are not considered exposed and are not to be excluded from school.

The report favors making the board of health rules and school committee regulations uniform.

"In view of the fact that one-fifth of the school children attend parochial schools," the report says, "we recommend that such schools, if they so desire, may have the services of the school nurse."

INSPECTION IN A SMALL CITY.

Kenosha, Wis. The board of education has adopted a code of health. The code is the work of the Kenosha County Medical Society and the board of education. It was adopted as follows:

1. For the purpose of maintaining a good sanitary condition in the public schools and to prevent the spread of contagious diseases there is hereby established a system of medical inspection.

2. The medical inspection is to be made by a legally qualified physician resident of Kenosha to be appointed by the Kenosha County Medical Society. Such physician to serve for one school year or until his successor is appointed, his services rendered gratis.

3. During an epidemic of contagious disease all pupils shall be examined by the inspector each school day morning between the hours of eight and nine o'clock. Except during an epidemic, the inspector is to be at the call of the school principal or superintendent.

4. All children detained at home for illness for three days or more are to furnish a certificate of health from the attending physician before being allowed to re-enter school. If no physician has been called a certificate of health from the inspector of their school must be obtained.

5. Any pupil appearing ill must be required by the teacher to secure a certificate of health from the inspector or other reputable physician. If such pupil refuse to furnish such certificate he shall be dismissed from school and not readmitted until a satisfactory certificate is presented.

6. At the beginning of each school year all pupils must be inspected by the regularly appointed inspector to note their physical condition and to discover if they have the scar of a successful vaccination. A record of such inspection is to be kept by the school super-

intendent. This rule is not to be interpreted to mean that any pupil not having such scar of vaccination is to be excluded from the school.

7. These rules are to apply only to pupils in the grades from the primary to the eighth inclusive.

8. Every classroom in the grades from first to eighth inclusive must be supplied with charts suitable for testing the eyesight, and the teachers required to test the eyes of each pupil in accordance with directions furnished with such charts during the first week of each school year.

9. The term "contagious disease" as used in these rules applies to such diseases as diphtheria, scarlet fever, smallpox or varioloid, measles of any type, whooping cough, mumps and chicken pox.

10. It shall be the duty of each inspector to co-operate with the local health officer and the school superintendent and school board in the effort to promote the sanitary welfare of the public schools. Each inspector shall keep a record of work done and make a report to the school board at the end of each school year. All examinations of pupils by the inspector shall be made in the presence of the school principal or one of the teachers.

FIGHTING TUBERCULOSIS.

The Minnesota state board of health has summarized its reasons for excluding teachers and pupils afflicted with tuberculosis from the schools. Circular No. 5 of the board addresses "those interested in schools" in the following language:

Are you willing to aid in the control of consumption? If so, see to it that those suffering from this disease are not employed as teachers:

1. Because they cannot hope to recover while following such an occupation.

2. Because they are a menace to the school children under their care.

See to it that children suffering from this disease are excluded from school:

1. Because their recovery is not probable if they are kept under the strain of school life.

2. Because the importance of fresh air, rest and good food is even greater for the growing child than for adults, and the child attending school does not get the necessary amount of these.

3. Because close confinement in school may be followed by other forms of tuberculosis than consumption, and may cause permanent deformities or death.

4. Because school children with consumption (pulmonary tuberculosis) are a decided menace to their associates.

5. Because by excluding them from school and allowing them to recover, and at the same time preventing the infection of others, many lives of value to the state will certainly be saved.

Grand Island, Neb. The school board has passed a rule examining pupils and teachers suspected to have tuberculosis. Teachers will be required to report to the medical inspector all cases of chronic coughs or of other evidences of tuberculosis or of other contagious diseases. Examination is then to be made and report made to the superintendent. If the pupil is found afflicted he will not be permitted to continue his studies. The superintendent is to make similar report as to teachers. The fees in the case of complete examination, including microscopical examination of sputum, \$3; report to parents or superintendent when examination is not necessary, 50 cents; examination and report, \$1.

Belfast, Me. Compulsory medical inspection has been instituted by the board of education. The city physician has been directed to make an examination of all pupils.

THE PROBLEM OF THE TRUANT

✓ By BERT HALL, Chief Truancy Officer, Milwaukee, Wis.

Truancy in its broadest meaning is not confined to school children. This country has a large population of adult truants—men who "leg" from their duty—women who shirk and have but the faintest conception of and no training for life's most sacred duties.

Children coming from homes presided over by truant adults cannot be expected to be without truant tendencies. The burden in such cases rests upon the school management and other agencies to correct such tendencies with the best methods that have been or may be devised.

Truancy in children is delinquency, and delinquency is in thousands of cases incipient crime. This question of truancy, therefore, is of more vital importance to the American people than the so-called great political questions of our time.

The juvenile court movement, started about ten years ago, has attracted the attention and won the approval of the nation. The greatest work of these courts has not been in the correction of juvenile delinquencies so much as in pointing out the causes which produce the appalling amount of delinquency among our city school children.

From our present viewpoint the old methods of treating child offenders against the law appear barbarous and cruel. Some of our present methods seem to some workers very shortsighted and foolish. In states where there are adequate school attendance laws, and the enactment of such laws is the first step in solving the truancy problem, it seems foolish to wait until a child has committed a felony before the authorities take steps to correct and shape aright his life. Why wait and turn the child over to the juvenile court for correction when a study of the home life of the child by the school department—a truancy department, if you will—might have corrected or prevented the whole trouble?

Ideal Treatment of Truants.

The ideal truancy department is one that not only compels attendance at school, but one which can enlist the co-operation of teachers and laymen in the work of preventing all kinds of juvenile delinquency. There is nothing accomplished in the best juvenile court in America that could not be done and done better and at less expense without the machinery of a court through a well-organized truancy department. The court frequently does not reach the child until he has formed habits that are hard to correct. A truancy department should, if properly organized, reach the child before his evil tendencies have crystallized into habit.

In connection with this ideal truancy department there should be organized a friendly visitors' association, similar in its work and scope to the juvenile court committee of the city of Chicago. Such an organization would be powerful in looking up home conditions, providing for changes of environment when necessary, assisting when poverty is the cause, bringing to justice those who contribute by word or act to the delinquency of children, and giving counsel to the vast army of incompetent mothers and careless fathers in the homes from which come eighty per cent of the truancy cases in our cities.

The modern city is a very new development in the history of the human race. So rapid has been the growth of cities in America that we have not learned to adapt our lives to the new conditions. As a nation we have been money

mad, the great flow of humanity toward the centers of population having been caused chiefly by one desire—to get rich. In this national struggle for money we entirely forgot the needs of childhood and have allowed conditions to develop in every city in the land for which we are now paying a fearful penalty.

We forgot that children must play and so forgot to provide play grounds; even the school men who should have interested themselves in the matter failed to act sanely, and so we find most of our city schoolhouses erected on grounds so small that no place to play can be provided without paying a large price for the needed space. We have been prone to look upon education as something that could be entirely acquired by the study of books. The character building influences of the playground have been overlooked.

The Effects of Environment.

And while I am speaking of character building influences, I will quote from a paper read a few years ago by Thomas Chew of Massachusetts, an experienced worker with boys, before the "International Workers with boys":

"Natural history affords many illustrations of what I mean by the influence of environment. The female birds are often the color of the leaves of the trees in which they nest. Many insects are the color of the plants on which they feed. We know that nature's endowment of these qualities was for the protection and preservation of these birds and insects. Boys take on the color of their environment for the same reason. The boy living under bad moral and physical conditions lacks the incentive to be good. The right examples are not there. What's the use? Who cares? Why should he make himself a target for the ridicule of his companions—become a 'sissy boy'? If a clean face or a clean collar makes him conspicuous, add a little dirt and all is well. If morally clean, swear a little, smoke a little, and the job is done. He is then fit for membership in the gang. He has conformed to his surroundings just as your boy or my boy would have done.

"The rooms of these tenement districts are small, the buildings are crowded together and there is no place for the children to play but the street or the alley, where they at once become violators of some law or ordinance. If you add to this description a dismal, dirty railroad station, a freight yard, a few coal docks and then people the district with the unfortunate poor, a large percentage of intemperate people, and a sprinkling of immigrants from southeastern Europe, you get some idea of hundreds of districts where character of the wrong kind is made."

All sociological workers agree that it is environment that makes boys bad. Then why punish the boy? What we should do is to strive to correct the environment.

Environments which make for the development of bad character should not have been allowed to become a fact in our cities. That they are here is our misfortune. That they remain is our disgrace.

The Wisconsin Law.

If such conditions are to be remedied, help must come from outside. I know of no agency so capable or so well equipped as the schools. The school touches the daily life of the unfortunate children of these districts. It should reach and influence also the parents and the homes of these districts.

Before any steps can be taken to correct some of the causes which I have mentioned, the school department must be provided with adequate legal tools with which to work. For reaching the negligent parent, Wisconsin has one of the best laws enacted by any state. It provides that any person having under his control any child between the ages of seven and fourteen years shall cause such child to be enrolled in and attend regularly some public, parochial or private school during the hours and period when the school in which the child is enrolled is in session. Children between fourteen and sixteen years must also attend school in the same manner unless the child is regularly employed at home or elsewhere. The penalty is a fine of from \$5.00 to \$50.00 or imprisonment until such fine is paid.

More than 80 per cent of truancy is the result of indifferent or negligent parenthood. There are many parents who make no effort to keep their children in school regularly. In the past they relied on a truant officer to get the child in school and keep him there.

Enforcing the Law.

Under our present law, as administered in the city of Milwaukee, all that has been changed and negligent parents are being taught that they have some responsibility in the matter of the school attendance of their children.

In case of an unexcused absence, parents are notified on a blank provided by the truancy department, to call at the schoolhouse and explain. The main provisions of the law and the penalty are printed on these notices. In more than 75 per cent of cases this notice is sufficient, and no further trouble is experienced with the children of that family.

If no satisfactory explanation is made, or if the school principal suspects deceit, the chief truant officer is notified. On receipt of this notice the parents are at once ordered to call at the truancy department and explain. Accompanying this order is a brief copy of the law printed in four languages, English, German, Italian and Polish. This order usually brings a prompt response.

After talking with the parents and learning something of the causes of the child's absence, a course of action fitting the case is taken. When indifference, or intemperance, or careless neglect is the cause, parents are warned that they will be arrested and brought into court if further trancies occur. Many fathers and mothers who had not the time or the inclination to look after the attendance of their children found it a very easy matter to keep their children in school after having been brought to court and warned that a continuation of their indifference would result in the imposition of the maximum fine of \$50.

Other Causes of Absence.

There are many cases that are not so easily settled. The widowed or deserted mother of a family who is forced to work away from home to provide for her flock, is often compelled to keep one child of school age at home to care for the house and the younger children.

In times of depression the head of a large family may be thrown out of employment and cannot purchase proper clothing for his children.

The father of ten or twelve children finds difficulty in providing nourishing food, sound clothing and a decent house for his flock on an income of \$10 or \$12 per week, and is forced to keep a child of school age at home

(Concluded on Page 20)

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SIMPLICITY SHOULD RULE.

The commencement season is at hand, and in schools and colleges all over the country preparations are under way for the exercises and functions which are to mark the completion of school courses. It is but natural that students and faculties should regard the event as important. It deserves to be observed with dignity and impressiveness. Nor can there be any reasonable objection to the social festivities that usually accompany the occasion, provided they are not of an extravagant or objectionable character.

While the tendency of simplifying graduation programs has been noticeable, it is unfortunate that there has been less moderation and simplicity in the accessories.

The graduation gown has become a creation that sorely taxes the pocket-book of the parent. Gifts and floral tributes from relatives and friends have frequently become burdensome. The class memorials to the schools have often taken the form of expensive art works.

In every class there are members whose parents have difficulty in meeting the ordinary expenses incident to the education of their children. Upon these the burdens of commencement time fall heavily. Needless sacrifices are made to spare their children the humiliation of not appearing as well attired as the rest, and to pay their share of the class expenses for celebration.

School boards have it in their power to insist upon simplicity and moderation in commencement exercises. The cap and gown is a solution of one phase of the difficulty.

Rigid rules against flowers, and gifts, for simplicity in the attendant social events, against expensive memorials, will eliminate most of the remaining abuses.

WORTH INVESTIGATING.

Some astonishing conclusions, which deserve careful attention on the part of school men, have been drawn by Leonard P. Ayres from investigations into the extent and cause of retardation in the elementary schools. Acting for the Russell Sage Foundation, Mr. Ayres found that the number of children who are too old for their grades is far larger than was commonly supposed, and that there is a well defined relation between slow progress and elimination or falling out before graduation. Says Mr. Ayres:

"In every school system there are a certain number of children who are too old for the grades they are in. These children are known as backward or retarded children. There is

enormous variability between cities in respect to the proportion of backward children in their schools. In Medford, Mass., only 7 per cent. are retarded; in Waltham, we find 10 per cent. of the children retarded; in Boston, 18; in Springfield, Mass., 23; in New York, 30; in Philadelphia, 36; in Cincinnati, 58; and way down at the foot of the list we find Memphis with 75 per cent. of her children in that class.

"Wherever we find that retarded children constitute a large part of the school membership we find that many of the children do not stay in school until they complete the elementary course—they drop out without finishing. The educational importance of this fact is great. We are apt to think that every one should have at least the education of the common schools, but the fact is that at present thousands of children are only getting the education of the first four or five grades.

"The falling out of children before graduation is termed elimination. Here again there is great variability between cities. In Quincy, Mass., for every 100 children who start 82 continue to the final grade. Waltham carries 73 in every 100 entering pupils through to the final grade; Boston, 50; Springfield, Mass., 56; New York, 42; Cincinnati, 41; Philadelphia, 32; and Camden, N. J., only 17; the other 88 fall by the wayside. The general tendency of American cities is to carry all of their children through the fifth grade, to take one-half to the eighth and one in ten through the high school.

"Investigations in New York City have shown that late entrance is responsible for less than one-third of the backward children. The others are backward on account of slow progress. The average conditions found in our city schools show that for every child who is making more than normally rapid progress there are more than ten making abnormally slow progress. These conditions mean that our courses of study are fitted, not to the slow child or to the average child, but to the unusually bright child.

"The proportion of backward children, the percentage of beginners who continue until they graduate and the number of children in the system who repeat grades, are significant measures of school efficiency."

Figuring the cost of educating a child in the elementary schools from \$22 to \$29 per year, the expenditures necessitated by children who must repeat classes become enormous. It is estimated that in New York City they amount to several millions of dollars annually. Certainly Mr. Ayres' conclusions are worth critical examination.

THE PENNSYLVANIA CODE.

The new code of laws proposed for the public schools of Pennsylvania was passed, after a long contest, by the legislators during the closing days of the session. As originally drawn by the commission of educators, the code presented many novel and radical improvements. Most of these, however, were quickly stricken out or seriously modified when presented to the state legislature.

While copies of the code as finally amended are not available, the summaries which have appeared indicate that no section is in any way a radical departure from laws which al-

ready exist in some state of the Union. Its greatest merit lies in the fact that it is a coherent and consistent body of statutes well calculated to fit the school conditions of Pennsylvania at the present time and for many years to come.

The most serious conflicts raged around provisions fixing the size and powers of boards of education, particularly as these affected the cities of Philadelphia and Pittsburg. In the former city the board was reduced from twenty-one appointed by local judges to twelve selected by the governor of the state. Pittsburg's numerous boards were reduced from a membership of 360 to a single body of nine men. We enumerate a few of the salient features of the code:

Four classes of school districts are provided. In the first class, which includes Philadelphia only, a school board of twelve members, to be appointed by the governor, is created, with power to levy, collect and spend taxes, and to receive directly the state apportionment of the school funds. The board will assume all liabilities of the schools and may make loans up to 2 per cent. of the assessment, by a vote of the people.

The second class of district includes Pittsburg, Allegheny and Scranton. The former two cities will be combined under one school board of nine members to be elected at large, three to be selected each two years, for a six-year term. The board will have taxing and loaning powers similar to that of Philadelphia, except that the borrowing limit will be 7 per cent. Scranton will, also, have a board of nine, selected as in Pittsburg.

In third class districts, which are municipalities having a population from 3,000 to 100,000, the school boards have nine members elected at large, each two years, for six years; an amendment provides that the cities in this class may, if their present school boards desire it, retain their present number and manner of selection of school directors.

In the townships and boroughs having a population of less than 3,000, which make up the fourth class districts, the school boards will be composed of five members elected at large, one each year for five years.

Sinking funds cannot be created, but bonds must be paid off gradually.

Plans for new schools must be approved by the State Education Department. Sanitary provisions for buildings and grounds are made. Buildings more than two stories high must be fireproof.

Text books must be selected by school boards for five-year periods.

A state board of education, consisting of state superintendent, three educators and three laymen, each appointed by the governor for a six-year term, is created.

The state superintendent is authorized to enforce the laws by withholding moneys from school boards.

Qualifications of superintendents are increased and districts are permitted to combine for supervision. Assistant county superintendents may be employed.

A higher standard is required for the certification of teachers.

Compulsory school attendance is required between the ages of 8 and 16, with exceptions,



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The Pennsylvania School Code Fight as viewed by a Philadelphia Cartoonist.



Dr. A. E. Winship conducts a Boy-Saving Campaign in Boston.

and districts may jointly or singly employ truant officers.

Medical inspection is authorized and physicians and nurses may be employed. No teacher, pupil or janitor having tuberculosis of the lungs may be admitted to the schools.

Vaccination laws are made more stringent.

School boards are given authority over athletics and all other student activities.

Districts which have no high schools must pay tuition of students in neighboring schools. Joint high schools may be established.

The state funds will be distributed upon the number of children of school age and the number of teachers employed.

A state school fund is created, to consist of one-half of all proceeds from forest lands of the state.

TIME TO RESIGN.

Occasionally, we meet members of boards of education who are too busy to attend board or committee meetings with a degree of regularity, and whose time is so taken up that they cannot be consulted readily on school matters. When a public functionary becomes so much occupied, it is time that he resigns.

A man who accepts an appointment or election to the school board must expect to accord the time necessary to fulfill the duties. He becomes the direct representative of the state and of the community responsible for the conduct of the school and the expenditure of the school moneys. Meetings and conferences must be attended with regularity, and the business of the board must be given serious, careful thought. Teachers, parents and citizens must be given a careful, respectful hearing when the welfare of the schools, or their

own well being, seems to demand it.

The public official who cannot do this had better resign and give way to another who can and will do so.

HOME COMPETITION.

It is the pride of every active city and village to foster home industries and home talent. It is not unnatural to find this local pride and desire to conserve home interests overreaching itself in various ways to the detriment of what should be considered the most vital welfare of a community.

Thus in the purchase of school supplies the welfare of a local merchant is apt to be made a fetish, even though a regular dealer in materials and furniture for school use may offer articles which, from both a pedagogical and pecuniary point of view, offer distinct advantages.

The correct policy for school boards in this matter is well summed up, we think, in a public statement of the Terre Haute, Ind., school trustees. They write:

"This board has always been in favor of patronizing home industries and home merchants, whenever possible, as the records will show, but at the same time it also favors the purchase wherever it will take the smallest amount of the taxpayer's money. An examination of the books and papers of previous boards will show that frequently supplies for the schools of Terre Haute were purchased outside of this city, and, so far as we can recall, there was no public criticism at such times. All things being equal, this board believes in patronizing home institutions and has shown its adherence to this policy on practically all occasions when purchases have

been made, a statement that scores of local merchants can verify."

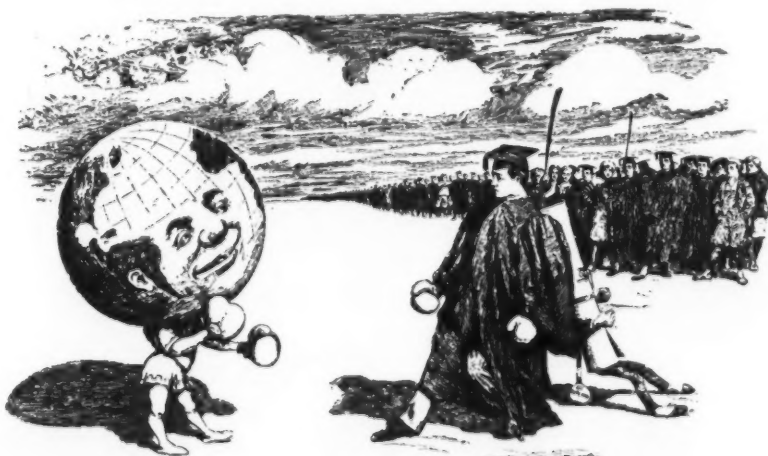
Such a policy cannot fail to meet the approval of thoughtful school board members and citizens who are not so narrowly self-interested but to recognize the principle of healthy competition.

Local interest and pride also manifests itself frequently in various forms of pressure for the appointment of home candidates as teachers, principals and superintendent. The school board member is here placed in the most embarrassing position between duty and expediency, between courageous action for the right and a cowardly acquiescence to local pull. Thus an inefficient teacher often is appointed to the ultimate harm of the children in her charge. A weak principal is hired to the disturbance of good organization, etc.

We all must recognize the necessity of home protection. All things equal, the local teacher deserves appointment, the local merchant deserves the school business, the local architect and builder should erect the schoolhouse.

The progress of any community depends upon the upbuilding of its industrial and commercial interests, upon the strengthening and broadening of its intellectual and moral life, and upon the development of all its resources to their fullest capacity. But in the final analysis these results are not effected when the school treasury suffers because the local merchant and contractor cannot fairly compete with an outsider, when the morale of the school is disturbed by incompetent teachers and principals of local extraction, when wasteful and unsanitary school buildings are put up by the home architect.

The Chinese wall idea cannot exist in the United States.



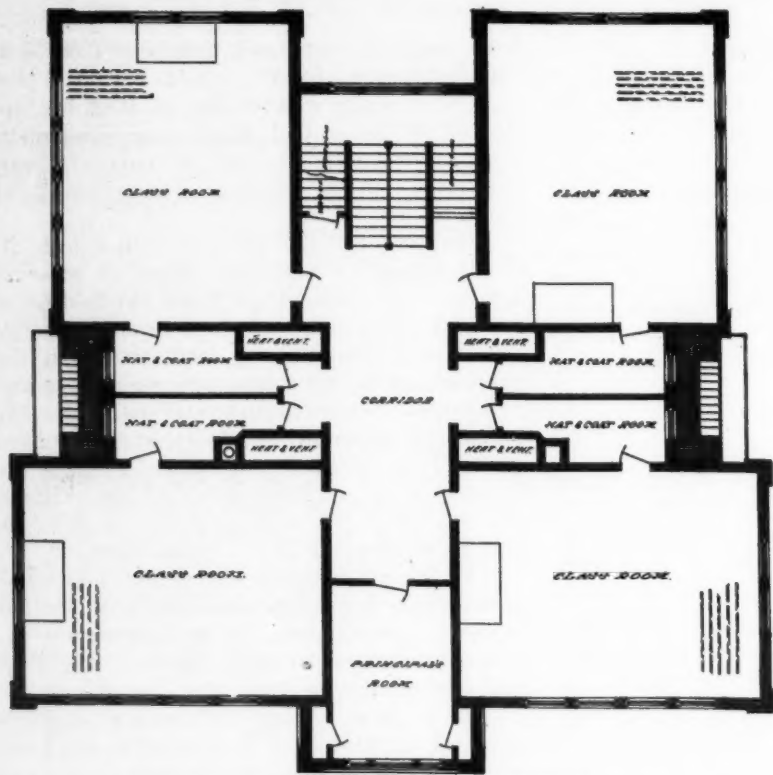
The Graduate Goes Forth to Battle With the World.—Life.



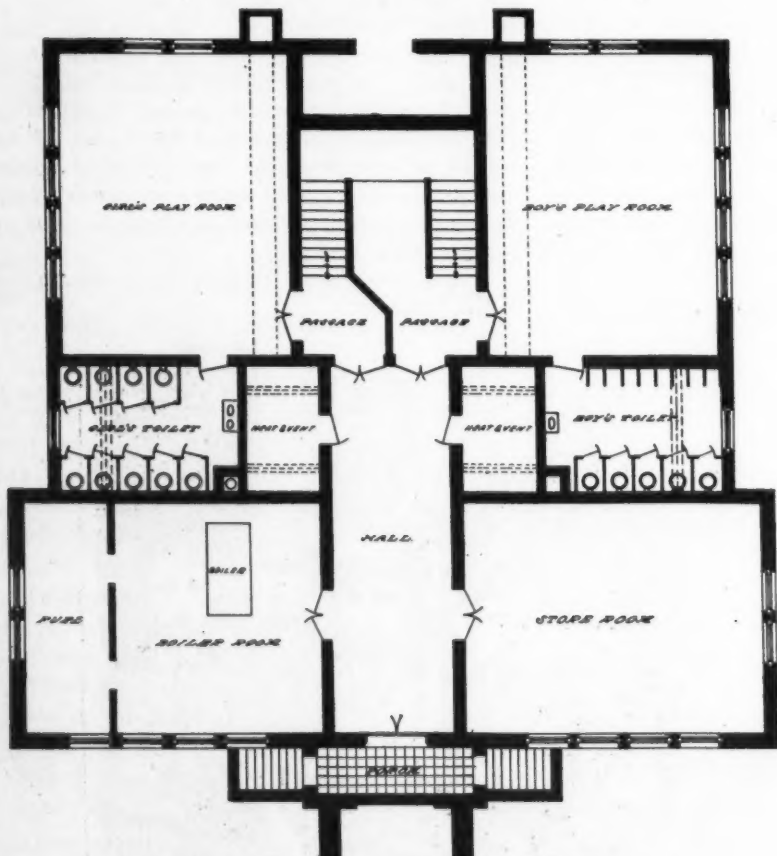
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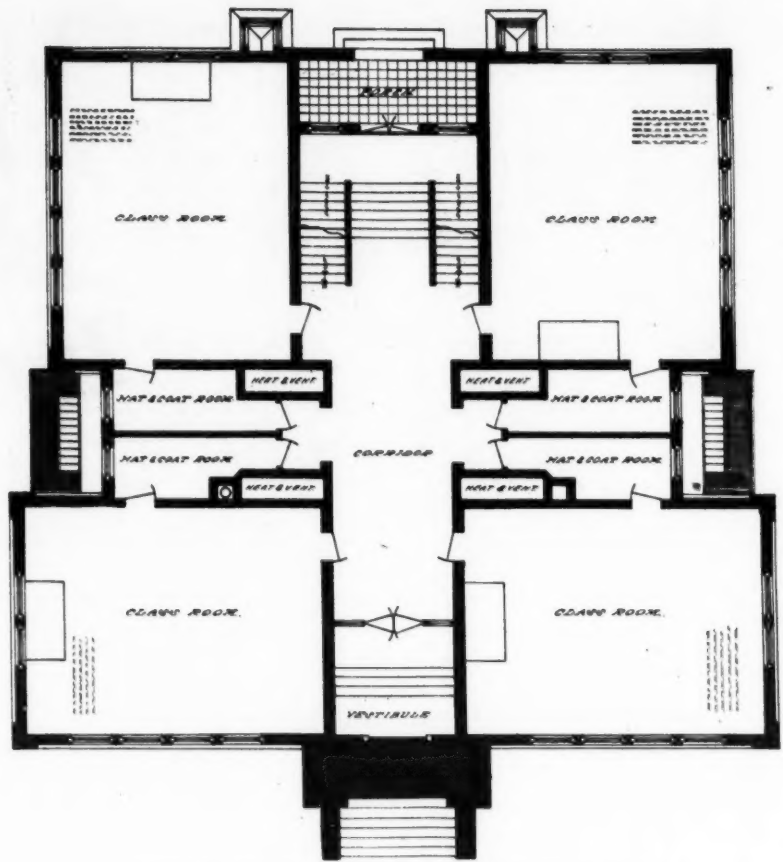
NEW SCHOOL, SNYDER, OKLA.
William McCause, Architect, Hobart, Okla.



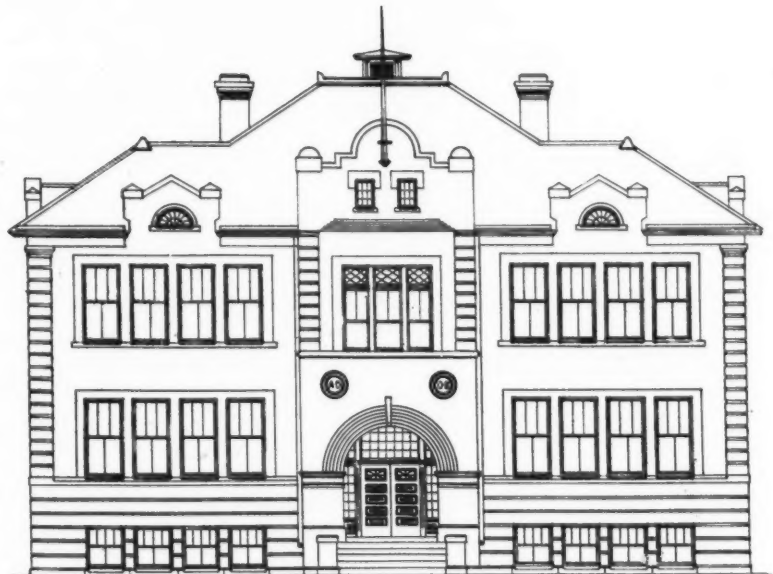
SECOND FLOOR PLAN, NEW SCHOOL, SNYDER, OKLA.



BASEMENT PLAN, NEW SCHOOL, SNYDER, OKLA.



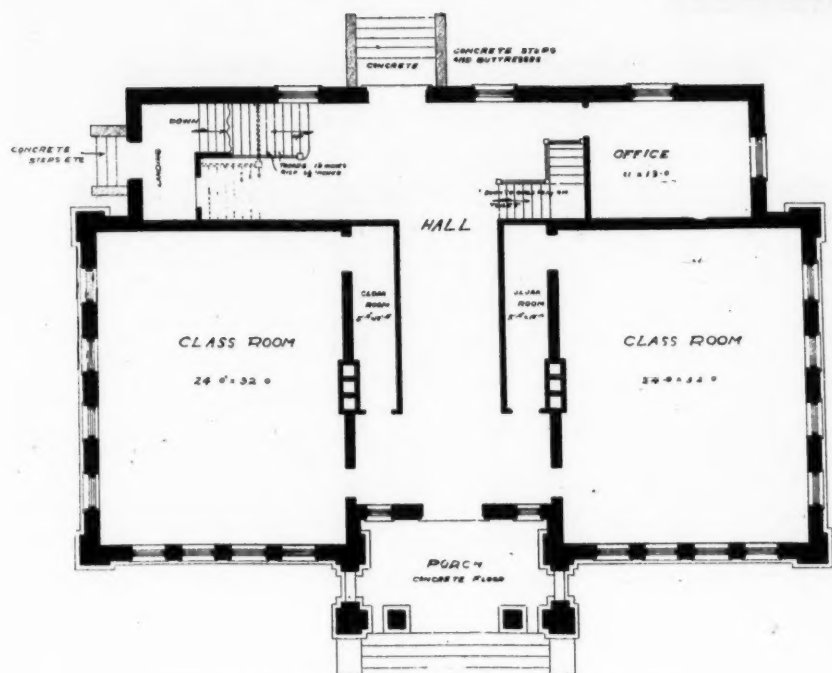
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William McCause, Architect.



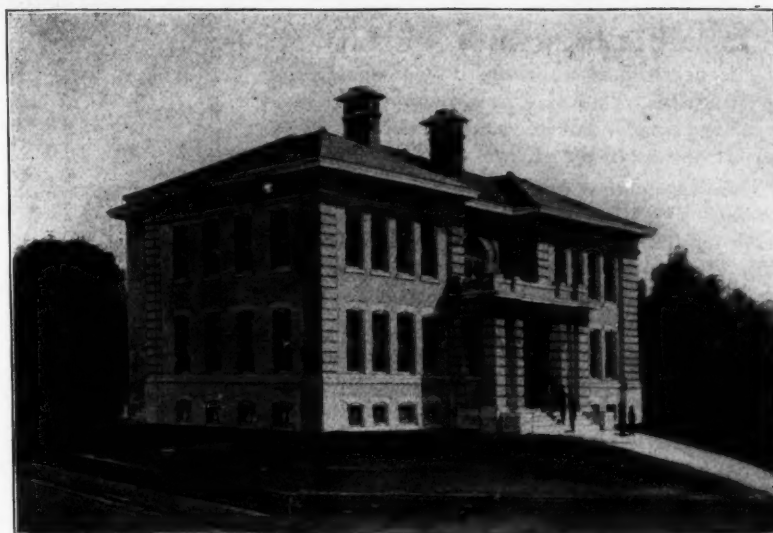
FRONT ELEVATION, NEW SCHOOL, SNYDER, OKLA.



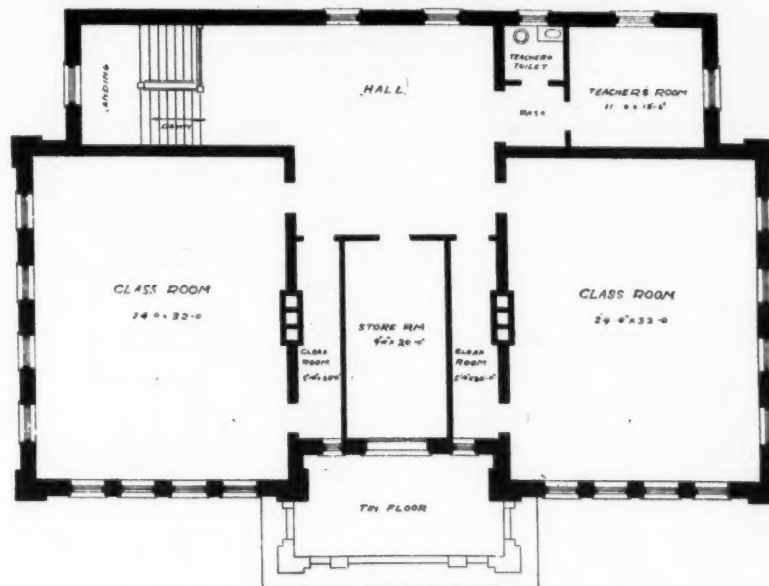
SIDE ELEVATION, NEW SCHOOL, SNYDER, OKLA.



FIRST FLOOR PLAN, NEW SCHOOL, McMILLAN, TENN.
Messrs. Gredig & Lynn, Architects, Knoxville, Tenn.



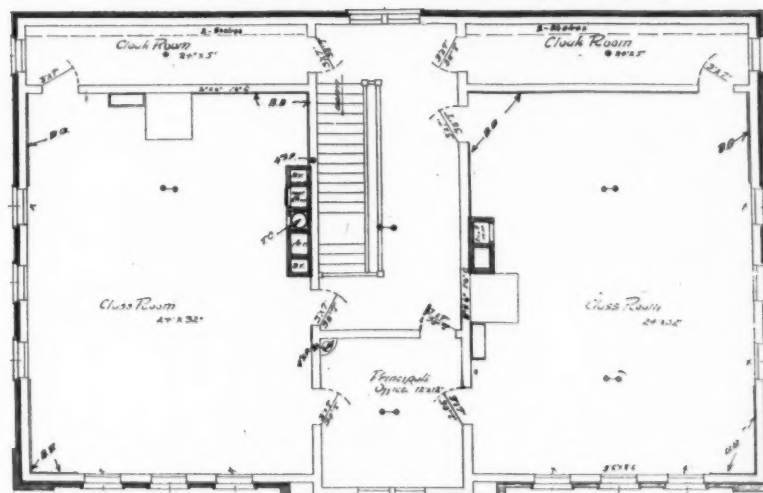
(See Page 14) NEW SCHOOL, McMILLAN, TENN.
Messrs. Gredig & Lynn, Architects, Knoxville, Tenn.



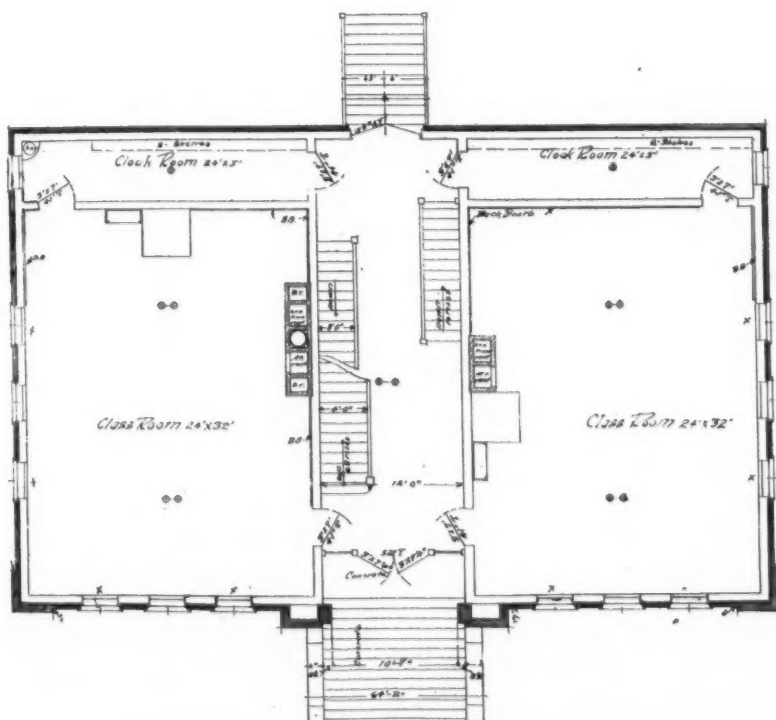
SECOND FLOOR PLAN, NEW SCHOOL, McMILLAN, TENN.



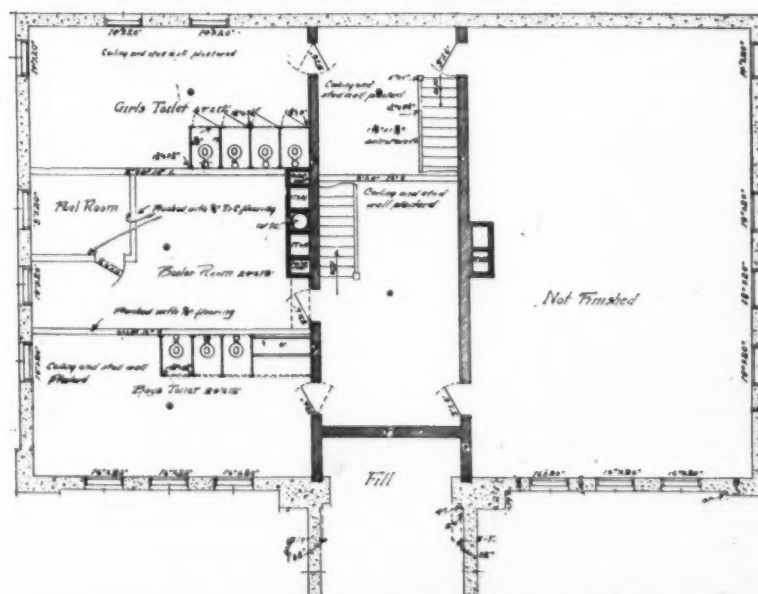
FRONT ELEVATION, NEW SCHOOL, BARRING CROSS, ARK.
Mr. J. M. Whitehead, Architect, Little Rock, Ark.



SECOND FLOOR PLAN, NEW SCHOOL, BARRING CROSS, ARK.



FIRST FLOOR PLAN, NEW SCHOOL, BARRING CROSS, ARK.
Mr. J. M. Whitehead, Architect, Little Rock, Ark.



BASEMENT PLAN, NEW SCHOOL, BARRING CROSS, ARK.

M'MILLAN SCHOOL HOUSE.

The new school building, under construction at McMillan, Tenn., is a two-story, four-room primary school house, constructed so as to permit the addition of two further rooms.

The basement contains separate play rooms for boys and girls, each provided with sanitary drinking fountains. There are two class rooms with cloak rooms and an office on each floor. The space upon the main entrance will, on the second floor, be used for a library.

The walls of the building are constructed of brick, faced with a buff pressed brick. Gredig & Lynn of Knoxville, Tenn., are the architects.

BARRING CROSS SCHOOL.

This building, of which plans are printed on page 10, has been planned to meet the needs of small communities with a limited appropriation at their command. The structure is forty-one by sixty-eight feet in size, built of wood, and has a brick and stone foundation.

Each of the four classrooms is twenty-four by thirty-two feet and will seat fifty children. An office, twelve feet square, is provided on the second floor for the principal.

The heating system consists of a direct-indirect steam plant, automatically controlled.

The entire building will cost \$11,500, of which \$1,600 goes for the heating system.

Mr. J. M. Whitehead of Little Rock, Ark., is the architect and engineer.

BUILDING AND FINANCE.

A municipal architect to design and supervise the erection of schoolhouses and other municipal buildings will shortly be appointed for the city of Washington, D. C.

Grand Rapids, Mich. To safeguard the public school buildings the board will equip all structures with fire alarm boxes, where no regular boxes are not within a distance of one square.

A number of engineers connected with public school systems recently met in New York City and formed a society to be known as the "Association of Board of Education Designing Engineers." The objects of the organization will be the mutual exchange of ideas on the heating, ventilation, sanitation, electric lighting and power equipment of school buildings.

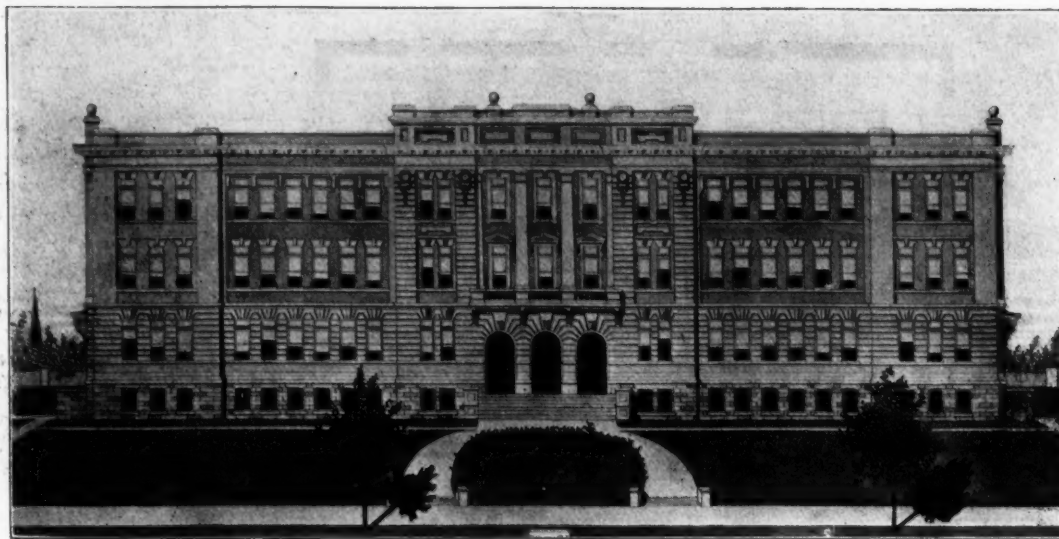
The Kansas state legislature, recently adjourned, passed a law requiring that all plans and specifications for school buildings over the state be submitted to the state architect for his examination before building operations commenced. Architect John Stanton has been forced to increase his office force to inspect the plans sent him with dispatch.

The law also makes a number of provisions for fire protection:

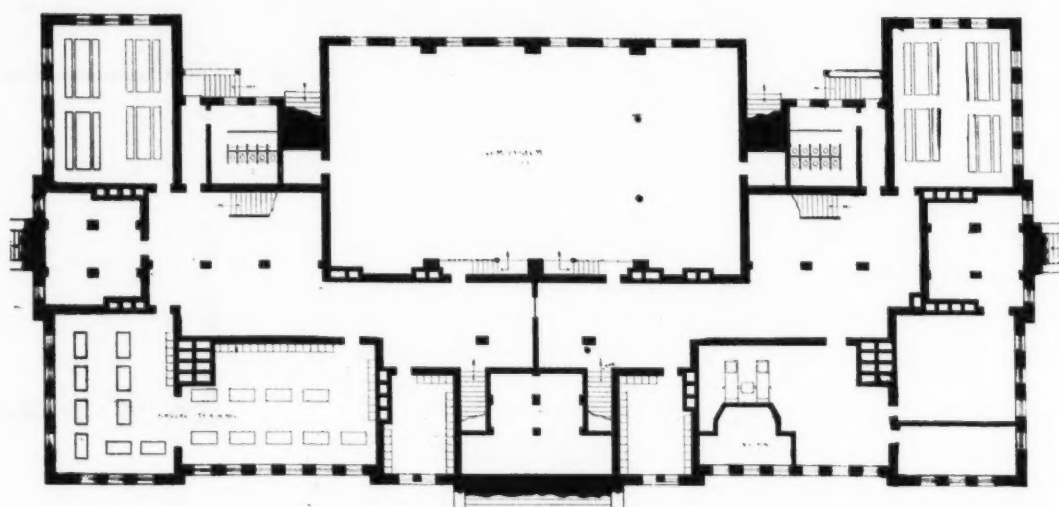
All doors shall open outward and shall remain unlocked while school is in session; every schoolhouse of two stories or more must have two exits from the upper floor, separate and distinct from the exits of the lower floor; each upper story must have at least two iron or steel fire escapes; the top of each furnace must be at least eighteen inches from the woodwork above and covered with asbestos or masonry; the pupils shall be given a fire drill at least every two weeks.

County superintendents are required to inspect each schoolhouse in their respective counties and see that the law is complied with. Failure to report violations shall be grounds for summary removal from office.

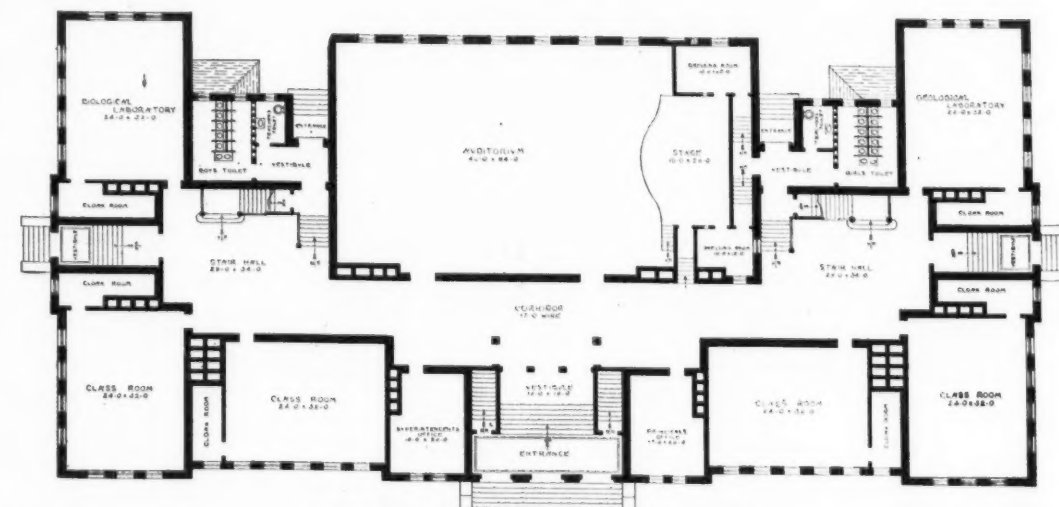
Grand Island, Neb. The board of education has appointed a school physician to examine all pupils suspected of having symptoms of tuberculosis and these may be barred from attending school.



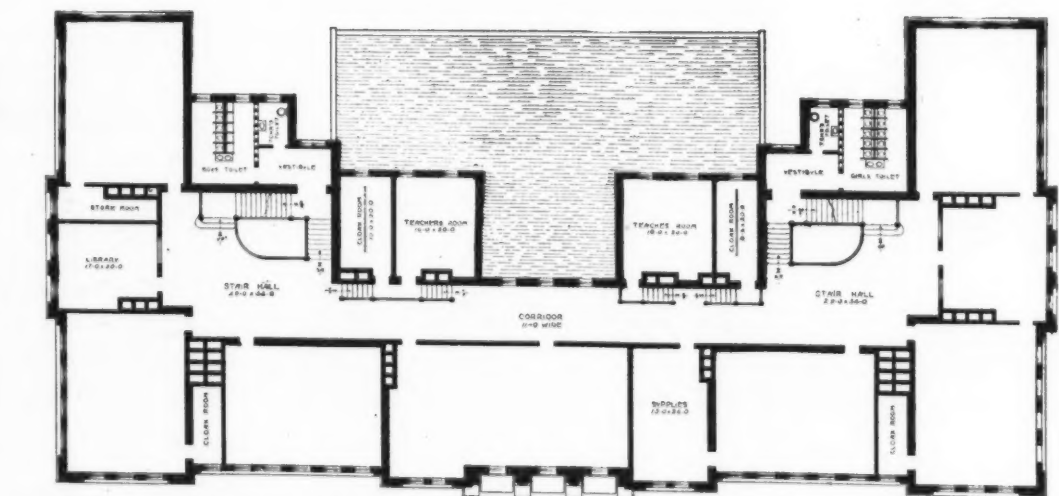
DESIGN FOR A HIGH SCHOOL.
Albion Boutwell Roane, Architect, Portsmouth, Va.



BASEMENT PLAN, MODEL HIGH SCHOOL.



FIRST FLOOR PLAN, MODEL HIGH SCHOOL.



SECOND FLOOR PLAN, MODEL HIGH SCHOOL.

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The Denver Convention Program

The preliminary program for the forty-seventh annual convention of the National Education Association, in Denver, has been issued. For important reasons the dates of the convention, which had been announced as July 5 to 9, have been extended to July 3 to 9, the general and department sessions to take place within the first named days.

The program which President L. D. Harvey has prepared promises to be rich in variety, timely and well balanced. The speakers announced thus far promise well.

Report from the local authorities in charge of the preparations indicates that the meeting will be one of the most successful in the history of the association. Certainly no efforts are being spared to make the stay of the educators in Denver both pleasant and profitable. The plans perfected to date promise a rich variety of entertainment in addition to the regular association meetings.

Mr. W. F. R. Mills, the local secretary, and Supt. C. E. Chadsey, chairman of the citizens' committee, have assured the officers of the N. E. A. that the city will be ready to care for the visitors satisfactorily. In addition to the numerous hotels, in the business and residence districts, a large number of private homes will be thrown open during convention week for the teachers. Members of the reception committee and uniformed guides will be on hand at all times to render every possible assistance.

The headquarters of the association and department officers, during the convention, will be in the Brown Palace hotel. Here also will be parlors of the various state committees.

The general sessions will be held in the magnificent new Auditorium. Following is an outline of the general program as announced to date:

General Sessions.

Monday Evening, July 5.

Address of welcome and response—(To be supplied).

President's address: The Need, Scope and Character of Industrial Education in the Public School System, Lorenzo D. Harvey, Menomone, Wis.

Address—(To be supplied).

Appointment of committee on resolutions.

Tuesday Evening, July 6.

The Call to Citizenship, Nicholas Murray Butler, New York City.

Ethics in Civic Life, John W. Abercrombie, Tuscaloosa, Ala.

Wednesday Afternoon, July 7.

Education for the Improvement of Rural Conditions, James W. Robertson, Ste. Anne de Bellevue, Quebec, Can.

Address—(To be supplied).

In Memoriam, Dr. J. W. Canfield, Nicholas Murray Butler.

Thursday Noon, July 8.

Annual business meeting of the active members.

Thursday Evening.

Should the Public School Be the Bulwark of Public Health? Dr. Henry B. Favill, Chicago.

Hygiene in the Boston Public Schools, Asst. Supt. J. E. Burke, Boston.

Friday Evening, July 9.

Closing exercises of the convention.

Railroad Rates.

The railway lines of the several passenger associations have authorized a round trip rate of one and one-half fares for the convention. This rate is practically the same as the one fare rate granted for the round trip to the Denver convention in 1895. Tickets will be on sale west from Chicago, St. Louis, Memphis and New Orleans from July 1 to 4, inclusive, and from all points eastward from June 30 to July 3. Tickets will be good for return until September 1. The railroads have made provision for a considerable variety of routes with liberal stopover privileges.

The local lines in Colorado and the mountain country have granted half fare rates for excursions after the convention. Illustrated pamphlets have been issued by all the roads, which may be obtained upon application.

School men who may desire to visit the Pa-

cific coast may do so at rates proportionate to the Denver rate.

Following is the program announced for the annual meeting of the Department of School Administration:

First Day.

Tuesday, 9:30 a. m., July 6, 1909.

JOINT SESSION WITH DEPARTMENT OF TECHNICAL EDUCATION.

Co-operation of Manufacturers, Trade Unions and Public Schools with regard to Industrial Education—Report of Committee on Co-operation. George A. Merrill, principal of Mechanical Art School, San Francisco, Cal., chairman.

Progress in School Administration, by Supt. L. E. Wolfe, San Antonio, Texas.

Trade Schools and School Boards, by Prof. Charles E. Perry, director of the Public School of Trades, Milwaukee, Wis.

Second Day.

Wednesday, 9:30 a. m., July 7, 1909.

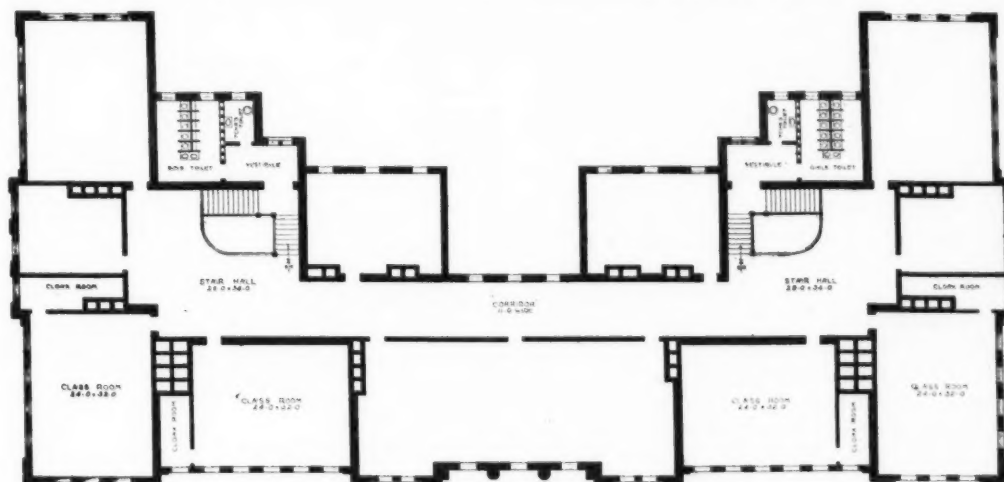
School Architecture in the Southwest, by Robert S. Roeschlaub, architect, Denver, Colo.

The New Function of School Boards, by Hon. C. W. Mark, San Francisco, Cal.

State and Local School Taxation, by Hon. Allan R. Foote, president International Tax Association, Columbus, Ohio.

The school board of Norfolk, Nebr., holds that conscientious attendance at the meetings of the Nebraska State Teachers' association constitutes an efficient element in successful school work. Teachers are granted time to attend the annual conventions in November without loss of pay.

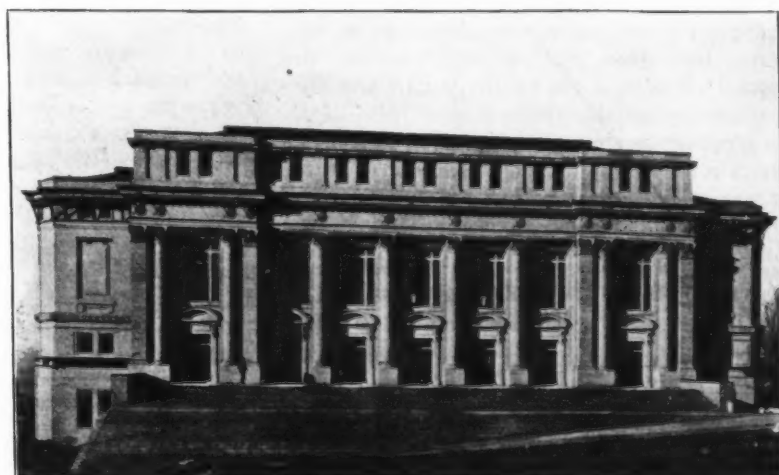
Supt. W. O. Riddell of Des Moines, Ia., has been re-elected at a salary of \$5,000 per year. Asst. Supt. Z. C. Thornburg has had his salary increased to \$2,400 per year.



THIRD FLOOR PLAN, MODEL HIGH SCHOOL.
A. B. Roane, Architect, Portsmouth, Va.



PALACE OF FINE ARTS
(Chemistry Building)



AUDITORIUM AND MUSIC HALL.
Howard & Galloway, Architects.

Two Permanent Buildings at the Alaska-Yukon-Pacific Exposition at Seattle, which are to revert to the University of Washington.

**Cicero.**

By J. B. Greenough. 12mo. Half leather; 226 pages. With maps and illustrations. List price, \$1; mailing price, \$1.10. Ginn & Co., Boston, New York, Chicago, London.

The present volume, of which one cannot speak too highly, is not intended to supersede the revised edition of Cicero's Select Orations. It has been prepared to meet the needs of those teachers who prefer marked quantities and who require but six orations for use in their classes. The orations selected are Pro Lege Manilia, four Catalines, and Pro Archia. There is a useful life of Cicero, essays on Roman oratory, Cicero as an orator, Latin and English style, ancient oratorical delivery, and the Roman constitution. The notes are full and of great value to the student, and the special vocabulary will be found uncommonly useful. The maps and illustrations add to the value of the book. The English head lines to the various paragraphs of the text will be helpful to students. The work is altogether of uncommon merit.

English History Stories.

320 pages. Price, 50 cents. Charles E. Merrill Company, New York.

These stories, admirably typed, and at low price, are about English historical characters whose lives were closely associated with and whose characters influenced or controlled great events. They are biographies of England's great rulers—Alfred the Great, William the Conqueror, Queen Elizabeth, Oliver Cromwell and Queen Victoria. The stories reflect the development of popular government in England. The book is intended for supplementary reading in the grades, but we think it will find a welcome place in every live boy's private library. It has some interesting illustrations.

Short American History by Grades.

By Everett Barnes. Two books, Part I and II. Each part has many illustrations and maps. Cloth, Part I, 320 pages. Introduction price, 70 cents. Part II, 367 pages. Introduction price, 75 cents. Part I and II in one volume, \$1. D. C. Heath & Co., Boston, New York, Chicago.

A history that presents all essential topics of a period, and, while lauding great men and their deeds, makes patriotism intelligent to the child is certainly a good book to put into the hands of the young. This history, written in the form of a story book, and as interesting, has a more complete treatment of many topics than has been usual in school texts. Men who have done great deeds, and whose influence has been lasting, have been given prominence, and this personal element gives the narrative a quality of concreteness that will appeal to children. The language is simple, and abundant maps and illustrations give an added interest, as do the summaries and questions for review which have been placed at the end of each chapter. The typing is commendable.

The Psychology and Pedagogy of Reading.

With a review of the history of reading and writing and of methods, texts and hygiene in reading. By Edmund Burke Huey, A.M., Ph.D. 469 pages. Price, \$1.40, net. The Macmillan Company, New York.

These are the days of specialism and of original research. The earnest and up to date teacher has now no excuse for being uninformed on all matters of psychology and pedagogy, at least so far as it pertains to the matter taught in the

grade schools. The book before us deals with the psychology and pedagogy of what may be considered a very simple subject, namely, that of reading. By this is meant, of course, the art of reading aloud. Much useful information is found in nearly five hundred pages. The front division contains several chapters under the general heading of the Psychology of Reading, which is preceded by a chapter on the Mysteries and Problems of Reading. The second part treats of the History of Reading and of Reading Methods. The third deals with the Pedagogy of Reading, and finally comes the Hygiene of Reading, dealing with reading fatigue and the hygiene requirements in the printing of books and paper, the future of reading and printing and the elimination of waste. The book is bibliographized and indexed.

Economics.

By Scott Nearing and Frank Watson. 493 pages. Price, \$1.90, net. The Macmillan Company, New York.

The authors attempt to present the various phases of economic thought in a clear and impartial manner, and in this we think they have succeeded. This work will be a valuable addition to the text books on this subject. No young man, in these later days, can call himself educated unless he has a fair grasp on at least the general principles of the science of economics. He must know something of economic life, of natural resources, of labor and industrial efficiency, of capital and business organization and a dozen other different and by no means simple topics. We think Messrs. Nearing and Watson fairly supply the want in this new volume.

Modern Accounting.

By Henry Rand Hatfield. Cloth; 367 pages. D. Appleton & Co., New York.

In this work the fundamental principles of accounting are presented. The essence of accounting, from the author's point of view, is the presentation, first, of a correct exhibit of the financial status of a concern at a given moment of time, and, secondly, a showing of the results obtained during a given period of time. The first is embodied in the Balance Sheet; the second in the Income, or Profit and Loss statement. Technicalities have been avoided, and a practical working plan is offered. The author has defined a definite terminology, at least for the use of the work he has produced, so that there can be no mistaking his meaning of terms, which are often vaguely used. The work is compendious, and it is well bibliographized by chapters.

State Control of Courses of Study.

By Fred J. Browncombe. Cloth; 125 pages. Price, \$1, net. Silver, Burdett & Co., New York, Boston, Chicago.

This is a brief but inclusive study of the management which the civilized nations of the world exercise over their systems of education as expressed in local courses of study.

The author is inclined to hold that the character of the various education systems are an expression of the genius of a nation, in a sociological sense—an effect, and not a cause. He does not theorize, however, but confines his book to a strict statement of facts as gleaned from school laws, reports and miscellaneous books and papers.

He divides state control into five classes: First, control for elementary, secondary and normal schools; second, state prescription for secondary schools and a minimum for elementary schools; third, prescribed courses for elementary schools alone; fourth, no state prescription. Because of the diversity of state control in the United States, our system is given the fifth classification, under which six stages of supervision are discussed.

The appendix contains a brief statement of the religious instruction imparted in public schools and of the grading of schools. The book will be valuable to all students of education, particularly those interested in the administrative phases of the subject.

The Pearl.

Rome in modern verse, by Sophie Jewett. 120 pages, 12mo, frontispiece, \$1.00 net. Postage, 10 cents. Students' edition, 40 cents net. Thos. Y. Crowell, New York.

When a beautiful antique is unearthed interest is divided between admiration of the newly found marble and speculation over the date of the statue and the name of the artist.

In her preface the translator has told us the author of "The Pearl" is unknown and surnamed, though he is a poet second only to Chaucer in Chaucer's time. The poem, probably the lament of a father for a little long-lost daughter, is written in northwestern dialect, incomparably more difficult than the diction of Chaucer, more difficult even than that of Langland. Earlier translators have contented themselves with prose versions. Those competent to form an opinion say that Professor Jewett "has succeeded in giving not only a close rendering of the original, but also a version which preserves the original rhyme and metre in an admirable way." The translation is rich in Anglo-Saxon words and is full of illustrations—the latter a characteristic of Northern Middle English verse. Frequent Bible allusions, a vivid description of the Apocalyptic Jerusalem, odd literary conceits give the poem a dress that seems remote, but the note of grief for the loved and the lost belongs to the living present.

A cover of delicate coloring, a creamy page for each stanza of twelve lines, a frontispiece of "The Maiden Martyrs Adoring the Mystic Lamb," a detail from the Ghent altarpiece by the brothers Van Eyck, form a fitting garb for this quaint old Middle English poem.

Control of Body and Mind.

By Frances Gulick Jewett. 12mo. Cloth. 272 pages. Illustrated. List price, 50 cents; mailing price, 60 cents. Ginn & Co., Boston, New York, Chicago, London.

Complete mastery of physical and mental faculties is an ideal aim of all education. If a child can be given an appreciation of the causes, effects and influences which make for good or bad in his physical and mental progress, he will become a valuable assistant to those entrusted with his instruction. This book, *The Control of Body and Mind*, the fifth book of the Gulick Hygiene Series, endeavors to give this appreciation. It deals with the elementary facts of the nervous system and the principles governing man's mental operations. Such subjects as attention, choice, will power, habit and character are treated in a manner both interesting and inspiring to young people. Much of the text is in form of anecdote and will be therefore eagerly read, and more easily remembered by children. So far as the book goes—and it does not treat of the moral aspect of control of either mind or body—it is good, and worth perusing carefully by those who have to do with the training of young people.

Social Education.

By Colin Alexander Scott. 12mo. Cloth. 300 pages. Price, \$1.25; postage, 10 cents. Ginn & Co., Chicago, New York, Boston.

The aim of this book, says its author, is to put at the disposal of its readers a point of view or method of thinking rather than a completed system of thought. Since this point of view is social, it should be participated in by the pupils as well as understood by the teacher. The question of "methods" as something peculiar to the outfit of a teacher is thus absorbed into the

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Isaac Pitman Shorthand

AGAIN THE VICTOR

At the Fourth International Contest for Speed and Accuracy in Shorthand Writing, held at Providence, R. I., April 10, 1909, under the auspices of the Eastern Commercial Teachers' Association, the supremacy of the Isaac Pitman system was again fully demonstrated in the winning for the third time, and permanently, of the Eagan International Cup by Miss Nellie M. Wood, with a NET SPEED OF 264 $\frac{3}{4}$ WORDS PER MINUTE for five minutes' continuous writing, which constitutes a new world's record. While eleven contestants took the different dictations in the above contest representing the following systems—Isaac Pitman, Benn Pitman, Graham, Munson, Success, and Gregg—only two writers qualified, viz.: Miss Nellie M. Wood (Isaac Pitman) and Mr. Willard B. Bottome (Graham). Five of the contestants withdrew before the transcription began, and four were disqualified on account of the ruling, that no transcript would be considered which contained more than 10 per cent. of errors.

The Isaac Pitman Shorthand is the ideal system for accurately recording the utterances of the most rapid speaker. For ease of acquirement, facility of execution, and legibility in transcription, it has no equal.

Write for "Why the Isaac Pitman Shorthand is the the Best," and copy of "Pitman's Shorthand Weekly."

Isaac Pitman & Sons, 31 Union Square, New York

Publishers of { "Course in Isaac Pitman Shorthand," \$1.50.
"Practical Course in Touch Typewriting," 50c.; cloth, 75c.
"Style Book of Business English," 75c.

TEXT BOOK NEWS.

An enormous overproduction of educational books is pointed out in the house organ of an important Eastern publishing house. The article says: "The endless stream of text books coming from the presses of the publishing houses indicates that one of the predominating aspirations of the American teacher is to become the author of a school book. The hundreds of books published which are never heard of thereafter is proof of an enormous waste of effort and a bitter accumulation of disappointment for all but a very few.

"Success in the preparation of school texts is as elusive and as difficult to attain as it is in other departments of literary work. Comparatively few are gifted by nature and qualified by training to produce texts of real educational worth. Indeed, sometimes the work of one so qualified is overlooked and submerged in the mass of inferior books which flood the market."

In support of its contention the article continues: "Lack of proper qualification is shown particularly in certain commercial text books recently published. A bookkeeping text recently to hand, which is nicely printed and shows on every page evidences of having been prepared by a scholarly mind, shows, too, on every page that the author was wholly incompetent to enter upon the preparation of such a text; that his knowledge of the subject was confined to what he had obtained from reading other books on the same subject, and that he had no first-hand knowledge of the practical application of the subject itself to business affairs. He is the principal of a big school, he is a fine instructor, he is a fine idealist, but his book shows that he does not know bookkeeping either

theoretically or practically, and instead of his text being an addition to the literature of the subject, it is unfit to be included in any list of good texts, and is bound to work harm upon those who, because of his reputation or the reputation of the house publishing it, are induced to use it."

A monograph on writing of more than usual interest has been issued by Mr. B. D. Berry. It takes up the three essentials of teaching handwriting, form, freedom and interest. Copies may be obtained by addressing the author at 378 Wabash Ave., Chicago.

South Norwalk, Conn. The Gilman system of writing has been adopted by the board of school visitors. Thompson Brown Co., Boston, are the publishers.

Boston, Mass. The school committee has authorized a large list of text books for use in the public schools beginning with the new school year. Following are a few of the more important books selected:

Walton & Holmes' arithmetics, American Book Co.; Sensennig & Anderson's arithmetics, Silver, Burdett & Co.; Myers' arithmetics, Scott, Foresman & Co.; Bailey-Manly spellers, Houghton Mifflin Co.; Alexander speller, Longmans, Green & Co.; Jones' readers, Ginn & Co.; Aldine third reader, Newson & Co.; Coe's readers, American Book Co.; Redway's geographies; Hanson's English composition, Ginn & Co.; Scott & Denny's composition, Allyn & Bacon; Hart's American history; West's Ancient World; Slaught's algebra; Schutt's geometry; Myers' mathematics; Mumper's physics; Brownlee's chemistry; Pearson's Latin; Bergen's botany, Ginn & Co.; Coman's Industrial history, Macmillan Co.; White's Money & Banking,

Ginn & Co.; Millikan & Gale's physics, Ginn & Co.; Judson & Bender's Literature Readers, Chas. E. Merrill Co.

For evening schools: Builders of Our Country, D. Appleton & Co., and Civil Service Manuals, Home Correspondence Schools.

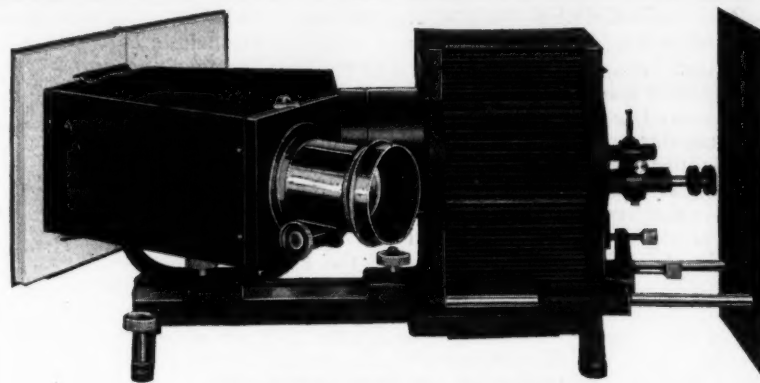
The Prang Educational Company will conduct a summer school of art in Oklahoma City.

Wesselhoeft's Exercises in German Conversation and Composition, D. C. Heath & Co., adopted.

In a recent issue of this journal the announcement was made of the introduction of the Isaac Pitman shorthand into Earl Hall (Christian Association), Columbia university, New York City. The authorities of Columbia university are so well pleased with the result of their experiment that they have decided during the coming fall to introduce the subject of shorthand and typewriting as a regular course in their curriculum. The Isaac Pitman system of shorthand has been successfully introduced into Bernard college.

Books for use in all the public schools of Tennessee during a five-year period will be adopted in July. The governor of the state has appointed a subcommission which is to grade the books submitted to the "text book commission." Five years ago the state succeeded in securing a reduction of 17 per cent in the total cost of the books selected. It is not expected that a similar reduction will be obtained this year.

Worcester, Mass. Exercises in German Conversation and Composition by Wesselhoeft, published by D. C. Heath & Co., adopted.



BAUSCH & LOMB NEW OPAQUE PROJECTOR

HAS been made in response to the demand for a reliable instrument for the projection of opaque objects. It is not a toy but a scientific apparatus projecting with brilliancy and even illumination and sharp definition pictures 4x4 $\frac{1}{2}$ inches to distances up to 75 feet, dependent upon the lens.

☐ Projection by direct or reflected light at will.

☐ Price of apparatus complete, with lens of ten inch equivalent focus \$70.00.

☐ We have also a new combined opaque and lantern slide projector in which the change from one form of projection to the other can be easily and instantaneously made.

☐ Descriptive circular on request.

☐ PRISM is our little lens expositor. Send for copy D, free on request.



Our Name on a Photographic Lens, Microscope, Field Glass, Laboratory Apparatus, Engineering or any other Scientific Instrument is our Guarantee.

Bausch & Lomb Optical Co.

NEW YORK WASHINGTON CHICAGO SAN FRANCISCO
LONDON ROCHESTER, N.Y. FRANKFORT

TEACHERS' COUNCIL TO BE FORMED.

An interesting innovation in school administration is to be tried in Dallas, Texas, by Supt. Arthur Lefevre and the teaching corps of the public schools. It is, in brief, a teachers' advisory council, which is to be a "substitution of genuine organization for autocratic regulation" in the conduct of the schools.

In urging upon the board of education the adoption of the plan Mr. Lefevre said:

"The substitution of autocratic regulation for genuine organization in the professional life and work of teachers is the worst defect in the public school systems of the United States. In the large public school systems of this country each teacher, speaking generally, feels concerned for only one very small segment of the work of the schools. Not infrequently the lack of organized co-operation between different parts of the system engenders suspicious, repellant or antagonistic attitudes in those who ought to be co-workers. The consequences of this universal defect are not confined to poor results in studies, but appear in the moral atmosphere of the school.

"There is not, within my knowledge, a public school system in the United States in which formal arrangement has been made for requiring and for considering the counsel of those who do the actual teaching, in determining plans for directing and controlling the work they perform. I have myself always invited criticism and suggestion from every teacher upon the course of study and general questions of discipline and management, and with a small number of teachers it is possible to get good results in such informal ways. But the teachers in the public schools of Dallas will number next year over three hundred; personal consultation, even personal acquaintance in many cases, is impracticable. It would, therefore, be expedient to institute formally provisions for securing the advice of teachers, with the main purpose of engendering a spirit of free interest in the entire scope of their joint professional work and a sense of individual responsibility for intelligent initiative. Proper results can never flow, in such work as teaching, from mere obedience to promulgated decisions concerning which the teachers have taken no previous thought.

Personal Responsibility.

"Personal invitation by the superintendent is not enough. No matter how sincere he may be in his personal efforts to stir up those charged with such a responsibility as the intellectual and moral development of children and adolescent youths, from thoughtless subjection to or dependence upon autocratic judgment and initiative, it is practically impossible to elicit the needed response in the individuals of a large body of teachers. It is true that a genuine organizer of workers for any sort of spiritual results must have the power of communicating his own feeling for the dignity of individuality, and that sense of personal responsibility which is essential to true success in such work; but so inveterate is the conception of 'the rank and file' in public school teachers, so new and unthought-of is the idea of transforming passive ranks and files of toilers into truly organized individuals aroused to intelligent initiative and to personal responsibility for wise counsels, self-criticism and self-control, that formal recognition by the supreme authority of the existence of such duties and opportunities is needed.

"The superintendent's invitation needs to be reinforced by suitable requirements by the executive board. Final decisions must remain with the board and the superintendent; but every teacher should be led to understand that there is a regular way by which his judgment upon any existing or proposed arrangement affecting the work of the schools will be duly considered, and that counsel in such regards is not only welcome, but the expression of deliberate opinions is expected and imposed as a duty. Such conditions ought to be established in a formal and institutional manner.

"I propose that a teachers' advisory council be instituted, the council to be constituted of teachers in the schools for white children as follows: One representative elected by the teachers of each 'grade' of the elementary schools; one representative elected by the faculty of each high school; two principals of elementary schools elected by the principals. This council should meet as occasions arise to hear all teachers who may desire to present their views, and the council should be required to file with the secretary of the board of education on or before the first day of June each year such report as it may choose on matters concerning the elementary schools or the system as a whole, addressed to the superintendent, but to remain intact in the records of the board and to be considered by the board in connection with the reports and recommendations of the superintendent.

"In addition to the representative council, the faculties of the high schools should be required to file in the same manner a report dealing with matters especially concerning the sphere of the high school.

"Independent reports from the principal of the main high school and supervisors and directors of special studies should continue to be made as heretofore.

Teachers' Advisory Council.

"I recommend the adoption of a rule requiring a teachers' advisory council be formed each year before the end of the third month, in the manner and for the purposes described.

"It is a vital point in my proposal that the advice from the teachers be filed intact in the records of the board. Even in

(Concluded on Page 34)

Dust and Its Dangers.

"When we remember that the dust of the schoolroom is composed of dirt brought into the building on children's shoes, of minute particles which are brought from the homes of children on their clothing, it is evident that it is to be considered as a direct element of danger and is not to be breathed."—LUTHER H. GULICK, Director of Physical Culture, New York City.

The advent of the daily air sweeping of schoolhouses is the greatest advance of recent years in schoolhouse sanitation. Its introduction would improve their sanitary conditions wonderfully and be of incalculable value to our children.—G. WITTICH, Supervisor of Physical Training, Milwaukee, Wis.

I have lived through many of the long, dark years of ignorance, hopelessness and apathy * * * * But I have lived also to see the dawn of the new knowledge.—DR. E. L. TRUDEAU, Honorary President, International Tuberculosis Congress.

Vacuum cleaning is now a positive, proven success in schools. Our new special schoolroom sweeping tools have solved the problem absolutely.

VACUUM CLEANING FOR SCHOOLS.

Mechanical cleaning by the vacuum method involves the following separate and distinct elements, viz.:

1. The Vacuum Producer
2. The Dust Separators
3. The Vacuum Piping
4. The Cleaning Tools
5. The Automatic System Control

In the February number of this journal we explained something of the nature and advantages of the vacuum cleaning system for schools. In the March number we took up element No. 1, mentioned above, "The Vacuum Producer," and explained briefly what is meant by that term. In the April number we explained something of element No. 2, "The Dust Separators." Below we outline the details of element No. 3, "The Vacuum Cleaning Conduits" (piping), and in following numbers the remaining elements will be explained.

We have prepared interesting literature on the subject of vacuum cleaning for schools, which we are pleased to send to interested inquirers.

Element No. 3—Vacuum Cleaning Conduits.

Between the dust separator and the cleaning tool, the dust-laden air must, of course, be confined in a system of conduits or piping, which comprises the horizontal mains, vertical or riser mains, hose, hose connections, line fittings, tubular handles, etc. It is extremely essential that this system be right to avoid cloggage, separation of the dirt, friction, drop of pressure, excessive power, etc. Our system of dust conduits and fittings in this respect stand in a class by themselves. We were the first and so far still are the only manufacturers of cleaning devices, who have developed a system of well-considered and logically arranged fittings and connections particularly for the vacuum cleaning service.

We give below some of the essential features and some of the most noteworthy accomplishments of our line of conduits and fittings.

1. There being no standard pipe fittings in the world built with the requirements and suited for vacuum cleaning purposes, we early and voluntarily assumed the big and expensive task of developing, designing and constructing an entirely new line of fittings for this service, including L's, T's, Y's, couplings, reducers, clamps, etc., for the various sizes of pipes.
2. All of these fittings are hand-machined and interchangeable and are known under the trade-name of "Aero" Smooth Bore Vacuum Cleaning Fittings.
3. These conduits are "Smooth Bore."
4. They are of uniform inside diameter throughout a given length of passageway.
5. The passageways are of full area.
6. All conduits and passageways are free from pockets.
7. They are also free from all obstructions and restrictions, thus avoiding any currents, back pressure or loss of pressure and velocity.
8. Due to full area and unobstructed passageways, they offer little resistance to the flow of air and are therefore but a small burden to the system.
9. In our conduits, all turns and bends are of long radius and easy sweep, thus economizing power at the turns.
10. Our fittings and connections are purposely and carefully so designed and constructed as to obviate resistance and minimize the sand-blast or cutting action of the swiftly moving stream of dust-laden air.
11. Due to the special point of consideration already mentioned and careful consideration in the design, the whole conduit system may be broadly spoken of as being self-cleaning. The interior surfaces keep themselves clean and in best condition.
12. Due to a careful determination and consideration of the service conditions that must be fulfilled, the frictional and other losses in our system of conduits is extremely small.
13. Our system of conduits is made of the right size. It will carry all the dust all the way to the dust separator without dropping any of it in the mains along the way.
14. The conduit and piping system is laid out separately for each installation so that it will be exactly adapted to the precise conditions prevailing and the service it is to be put to.
15. Our system of conduits is easily assembled and installed and may, should occasion require it, be as easily dis-assembled and dismembered.
16. We have in service throughout the country between 140 and 150 thousand feet of vacuum cleaning mains and a total of between 200 and 220 thousand feet of flexible conduits, in none of which have we as yet heard of the first case of cloggage or of high line loss, either of friction or from leakage or of sand-blasting or cutting away of our fittings or any part of the conduit system.
17. Our vacuum cleaning hose is built especially for us, designed particularly for vacuum cleaning service.
18. Our vacuum cleaning hose is made as light and flexible as is possible, consistent with general utility.
19. Our hose couplings also are built especially for the service. They are of smooth and full area bore and of the self-locking type. A quarter turn of the hand is all that is needed there to couple or uncouple them and they cannot become uncoupled except by definite intentions. They are also made interchangeable throughout.
20. Our arm handle (the intermediate piece between the hose and tubular member to which the tools are attached) is provided with a cut-off valve, which latter is operated by means of a thumb piece, convenient to the hand of the operator, enabling the operator to turn on or off the vacuum at the tube by a simple movement of the finger. This feature is found in no other system.

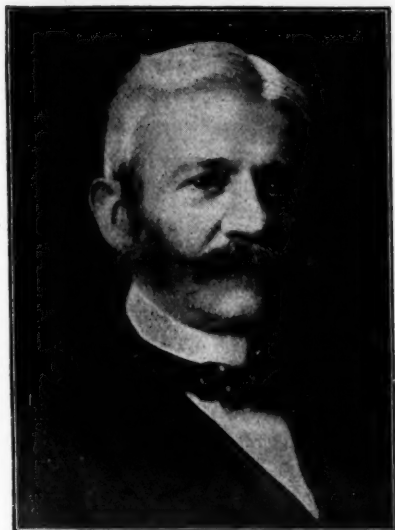
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Capt. J. A. Bowen, sometime representative of Cowperthwaite & Co. in New England, and later with Iverson, Blakeman & Co. in Iowa; then with the American Book Company, Chicago; then with Sheldon & Co., New York; then with Funk & Wagnalls, New York; then with the Globe School Book Company, New York, is just now in the promotive department of Silver, Burdett & Co. in their New York office. He has been forty years making the rounds, so far, and has tested the latitude and longitude of the United States all over the lot, but still feels young enough to try to serve each of the other school book houses for a few years before registering as a "has been."

Mr. Henry R. Dalrymple has been transferred by Allyn & Bacon from Tennessee to Ohio. He will make his residence in Columbus.

Here are the names of the Ohio bookmen as reproduced by Editor Corson in the Ohio Educational Monthly:

—Oh, the bookish luminaries,
Oh, the dissyllabic bookmen!
Alpha Cincinnatus Porter,
Beta Moody Lovett Harlor,
Gamma Silver Burdett Rowland,
Delta Ray McGuffey Lyons,
Eta Lockwood Wentworth Richards,
Theta Allen Greenough Parkhurst,
Zeta Herrick Damon Sweitzer,
Ellis Fortney Wilson Kittrell,
Little Brownie Murray Parker,

With the School Supplying Dobson
And the O. T. R. C. Kershner.

Sturgis & Walton Company of New York City is a new book publishing house that has announced a number of books of interest to schools. A series of popular classic tales of the sea and a collection of good stories for boys and girls, to be known as the "Familiar Friends Series" will shortly be printed. A number of books on history and travel for general readers are also in course of preparation. The members of the new firm are Lyman B. Sturgis, formerly vice-president of the Macmillan Company, and Lawton L. Walton, who was secretary and head of the manufacturing department of the Macmillans for upwards of sixteen years.

R. L. Neal, who has been agent for Ginn & Company, in Western New York for five years, severs his connection with Ginn & Company and goes with A. B. C. April 1st. Mr. Neal lives in Buffalo and is one of the best agents in the east.

After twenty-one years' successful business the partnership of J. A. Lyons and O. M. Powers, under the firm name Powers & Lyons, Chicago, has been dissolved. Mr. Lyons will continue the publication of the company's commercial books and Mr. Powers will devote his time and attention to the Metropolitan Business College, of which he is president.

Mr. Harry A. Linscott, for three years California state agent for Silver, Burdett & Co., has severed his connection with that firm and is now connected with the San Francisco office of Ginn & Co., his territory being northern California.

Mr. S. C. W. Simpson, formerly with D. C. Heath & Co., is now connected with Benj. H. Sanborn & Co. He has charge of the high school and college publications in the New England states.

Mr. Herbert L. Douglas has resigned the union superintendency of Milo and Brownville, Me., to accept a position with D. C. Heath & Co.

Mr. Selden C. Smith, Pacific coast manager of Ginn & Co., was recently admitted to membership in the firm.

A SCHOOL OF DEAD LANGUAGES.

"The queerest experience I ever had," said Mr. Hugh Foresman, of Scott, Foresman & Co., recently, "was in a southern town known all over the country for its girls' boarding school. I had come to look after an adoption for the public schools, found the superintendent and secured my order in half the time I had expected. Consequently I found myself in the hotel with several hours before train time. Why not go to the girls' school? came to my mind. So I packed up a few books, hailed the ancient cab driver and told him that I wished to be driven to the seminary.

"All right, boss; jump right in," came back the cheerful reply.

"After covering about a mile or two of the outskirts of the town we came to a cemetery and I was greatly astonished to see my driver turn in at the gate.

"Jackson," I said, "where are you taking me?" as I thought possibly he might be taking a short cut through the ground of the departed.

"Sure, boss, you don't said to drive you to the cemetery," he answered.

"After making plain that I said seminary, which was a new word to him, and that it was a place where the girls go to be educated, he quickly replied:

"Well, sah, I sartainly done bring you in the right place then, boss, for I hear dey come here to larn the dead languages, and this be the only place to get that kind of an eddication."

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THE PROBLEM OF THE TRUANT.

(Concluded from Page 9)

while the mother goes washing or scrubbing to piece out the family income.

In these cases the aid of a "child protective league" or a "friendly visitors' association" would be of great value to the truancy department. Such a society could, as one remedy, provide the mother with work which she could do at home.

In neighborhoods where the number of "little mothers" is large, a day nursery could be organized. In such localities I urge the establishment of day nurseries in the school building. Here the small children of a family could be brought by the "little mother" and cared for under the same roof with herself. The day nursery could be used as a training school for nurse maids. Girls who have reached the age of fourteen years, and who must go to work, could take a short period of training in this room in the care of children and thus fit themselves to perform the duties of nurse maid in a competent manner. A training of this kind would be of immediate benefit in providing wholesome employment for these girls and a permanent benefit in keeping many from taking up factory or sweat shop work, lines of employment that totally unfit girls for domestic work and people our cities with the vast army of incompetent mothers.

In some cases there are physical defects in the child that need the attention of a physician or surgeon, but the parents cannot afford to pay for such services. A medical department in the public school system would be of great benefit. Where a medical staff is not maintained, help may be secured from a children's free hospital, a visiting nurses' association, or from many practicing physicians who, as in my own city, are always most kind and helpful when called upon to assist the truancy department.

Mitigating "Gang" Influence.

If investigation shows that parents are unable to control their children and keep them in school, and if a warning is not heeded, the child is given a report card which he must bring to the truancy office once each week show-

ing his attendance and deportment. This report system has proved very successful in this class of cases. I have had boys who fully realize the power of the gang over them, come to me voluntarily and ask for a report card that they might have a defense against the arguments of their companions who urged them to "skip." These companions are usually boys over fourteen who have permits to work, but are temporarily out of employment, and for whom it is difficult to provide. The return to school of such boys will frequently disrupt or disturb a whole class, the boy having become entirely weaned from the school atmosphere. To care for such boys the truancy department has constituted itself a boys' labor bureau to secure employment for such boys as cannot find it for themselves.

Our law compels children between fourteen and sixteen to attend school unless regularly employed. We, therefore, have all children who quit school at fourteen reported to the truancy office. A list of these children is forwarded to the factory inspector, who checks off the names of those who receive permits to work, and returns the list to the truancy office. All children whose names are returned as not having permits are at once returned to school.

This is of great importance in the case of boys. City boys between fourteen and sixteen will develop character of the wrong kind very rapidly if left to wander aimlessly about the streets, becoming in a short time the dangerous young ruffians who fill our reformatories, work-houses and jails. Most girls who leave at fourteen do so to assist with the housework at home and so are not in so much peril as the boys.

Farm Employment.

In cases where it seems inadvisable to return boys of this class to school and where employment in the city cannot be secured, places to work on farms are secured. At first thought it would appear that such a scheme would be a failure. City boys who know nothing of country life or farm work are likely to be looked upon with suspicion by the average farmer. My experience last year leads me to believe that thousands of truant and troublesome city

boys can be improved, if not cured, of their evil tendencies by this method.

Last April I inserted an article in all the weekly newspapers of the state of Wisconsin outlining my plans. The result was 462 applications from farmers for boys. Before August 1 I had placed 208 boys in farm homes that had been investigated and recommended as suitable places for the boys. Farmers not only advanced railroad fare, but were willing to pay the boys from \$8.00 to \$12.00 per month. Of the boys thus sent out 150 did well; about 100 returned to the city in September and entered school or secured work; 50 have permanently adopted country life. Of those who re-



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"I am teaching the beginning class myself this term. I thought I knew the book pretty well, but it is showing up better than I expected. I never had a beginning class take such interest, and I attribute this largely to the method in which the work is presented."—L. C. Rusmisl, Director of Department of Commerce, St. Joseph, Mo., High School, March 2, 1909.

Adopted in the Big Rapids High School after a year's test in the Ferris Institute. RESULTS COUNT.

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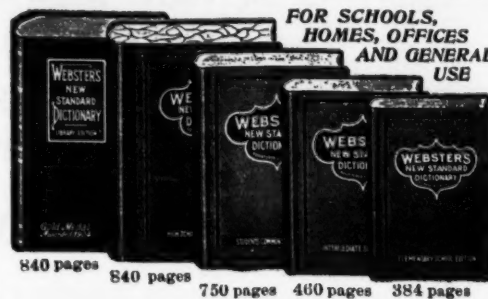
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Book III. TOWN AND CITY, on Civic Hygiene, covers the features necessary to the sanitary management of a modern city—clean streets, care of sewage, pure water supply, etc.

Book IV. THE BODY AT WORK introduces the function and structure of bone and muscle.

Book V. CONTROL OF BODY AND MIND deals with the underlying principles which govern man's mental and moral life—attention, choice, will power, habit, etc.

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turned to school very few have given the department any trouble this year.

These boys were lifted from the most pernicious influences into the wholesomeness of the country, and the majority responded to the change splendidly. This year I hope to get places for fully 500 boys.

It is a most sacred and patriotic duty which the schools owe to our wayward and truant boys. Most of the misery and degradation of the next half century will be the result of the acts of those who are now such children. Every power, every influence possible should be brought to bear to prevent them from drifting into the so-called reformatories and industrial schools. Employment in a country home far removed from scenes of vice and degradation is preferable to any reform school, no matter how well conducted.

Parental or Truant Schools.

Institutional life is not normal life, and so children reared and trained in institutions are not normal. It should be possible for every child in this great Christian land of ours to have the benefits of a home and home training. The reform school boy rarely develops into a model citizen, and the brothels of our great cities are filled with graduates from industrial schools for girls.

The city of Chicago with its parental school can care for only 300 boys. The school is a well conducted training school, and their records show wonderful results. Such schools are useful and no doubt very much improve the boys sent to them. But they would be much more useful if their paroled boys were permanently removed from the old pernicious environment. I do not believe a boy should be sent to a parental or truant school until all other agencies have failed.

I have taken some very bad delinquents from the very threshold of reformatories, sent

them to wholesome farm homes and seen their whole natures change. From being the most intractable, cigarette smoking, profane, little liars on the street, I have seen them develop into wholesome, earnest hard-working boys. If not too thoroughly saturated with the vice of the slums, the boy responds to a pure environment as readily as he did to the impure.

I entered the truancy work in Milwaukee believing that a truant or parental school of large dimensions was needed. I have come to believe in a much smaller school, and am almost convinced that for nearly all cases of truancy there is a better solution than commitment to a parental or truant school.

COMING CONVENTIONS.

June 15-18—North Carolina Teachers' Assembly, at Morehead City, N. C. Thomas R. Foust, president, Guilford, N. C.

June 23-25—Georgia Educational Association, at Cumberland island. C. B. Chapman, president, Macon; R. B. Daniel, secretary, Valdosta, Ga.

June 15-18. The North Carolina Teachers' Assembly, at Morehead City, N. C., R. D. W. Connor, Raleigh, N. C., secretary.

June 16-19. West Virginia Educational Association, at Clarksburg. A. J. Wilkinson, secretary, Grafton.

June 29-July 1. Oregon Teachers' Association, western section, at Albany, Ore.

June 29-July 2. Maryland State Teachers' Association, at Mountain Lake Park, Garrett County, Md. Miss Sarah E. Richmond, president, Baltimore.

June 22, 23, 24. Kentucky Educational Association, at Estill Springs, Irvine, Ky. T. W. Vinson, secretary, Frankfort.

June 29-July 1. Pennsylvania State Educational Association, at Bethlehem. Supt. Charles S. Foos, president, Reading, Pa.

July 5-9. N. E. A., at Denver, Colo.

July 6-9. American Institute of Instruction, at Castine, Me. E. C. Andrews, secretary, Shelton, Conn.

July 13-16. Catholic Educational Association, at Boston. Rev. Francis W. Howard, secretary, Columbus, O.

STATE SPELLING CAMPAIGN.

Interest is displayed in a new project of the Simplified Spelling Board for spreading its work. According to press dispatches a state center of the board has been established among the members of the Maine Association of Colleges and Preparatory Schools, with headquarters at Brunswick.

It aims to secure at once the names of all persons in the state who approve the theory and practice of simplified spelling. It seeks also to promote discussion by schools, societies and the public, and the spread of accurate information concerning the subject. Toward this end it will provide speakers for important occasions.

The Maine center has invited correspondence and offers to send the publications of the simplified spelling board and other information free of charge. The executive committee of the center is headed by Prof. William T. Foster of Bowdoin College.

A new book on psychology by President Wenzlaff, entitled the "Mental Man," has been announced for early publication by Charles E. Merrill Company. While primarily intended for the use of schools and colleges, the book is said to be written from the point of view, not of the schoolmaster or theorist, but of a student and close observer of the human mind in its various states and workings.

The Minnesota state reading circle has adopted Roe & Peters' Treatises on Reading, and Barrett's Pedagogy for the school year 1909-10.

New Books.

(Concluded from Page 16)

larger and more practical problem of community life.

There is much, we fear, that is impracticable theory in the work, and yet it contains many very valuable suggestions on the societary side of school life, that side which will, if properly managed by the intelligent and earnest teacher, help in the formation of character and in the adoption of high ideals, which should be carried through life after school days are finished. It is a question, however, whether social education in school life of itself would be effective without the moral training being its vigorous accompaniment. What is written, however, in this well thought out volume is decidedly good as far as it goes.

Secondary Arithmetic.

By John C. Stone and James F. Millis, co-authors of the Stone-Millis algebras. Cloth; 218 pages. Price, 75 cents. Benj. H. Sanborn & Co., Boston, New York, Chicago.

"I trust that more and more our people will see to it that the schools train toward and not away from the farm and the workshop," said ex-President Roosevelt recently. This secondary arithmetic claims to be an effort in that direction. In gathering the material for this new book the authors have gone to practical men in various lines of business, in the shops and trades, and to various vocational pursuits of the industrial world, for their information, data and problems. Our text books have long been a collection of puzzles rather than a treatment of practical problems of business and the industries. The book is divided into four parts, each with a distinct purpose. They are: The fundamental processes; the applications to business; advanced processes, with applications to practical mensurational problems, and to applied problems of the sciences; classified vocational problems, such as problems in the building trades, mechanics' trades, shop work and railroad work.

A Little Land and a Living.

By Bolton Hall, author of Three Acres and Liberty, etc. With a letter of introduction by William Borsodi. 287 pages. Price, \$1.00. The Arcadia Press, New York.

The present tendency of "harking back to the land" is not a matter of sentiment, but a matter of fact. The problem of rearing a family on a weekly wage with the purchasing power of a dollar decreasing, the fear of losing a steady job, the even more depressing fear that advancing years are making one less desirable in the keen competition of factory and counting house life, are some of the causes contributing to this tendency. But the main cause is the growing recognition of the truth that land, directly or indirectly, is the primary source of all wealth.

The purchase of a few acres, near a good place to get fertilizer and to sell crops, followed up by intensive cultivating is advised, even urged by the author. If a purchase is out of the question at first, then a lease. The results obtained from the intelligent cultivation of small plots of ground—including school gardens and vacant lot gardens—have been given in numbers. These instances have been verified. The size and location of these plots, the name of the owner, the approximate cost of manures, seeds, tools have also been stated in detail. Several chapters are devoted to the management of fruits and other special crops. Every page suggests or expresses the conclusion that intensive cultivation of the soil pays, and pays well. It gives health, a sense of security, a good living, some provision for old age. It would seem this book must help in solving the grave problems of the unemployed, the overcrowded tenement, the child delinquent.

Brief Course in Pitman Shorthand.

Brief Course in Pitman Shorthand.

By Mrs. Arthur J. Barnes. Octavo, cloth, 172 pages. The A. J. Barnes Publishing Co., St. Louis, Mo.

This book presents the principles of shorthand according to the Isaac and Benn Pitman systems adapted to American school needs. The first edition of the book issued in 1888, broke away entirely from accepted methods of teaching the art by introducing position writing and "finality of outline" from the very beginning. In each of the subsequent radical improvements were made, practically all of which have been generally adopted by other authors. In the present book simple phrases, sentences and word signs are presented in the first lesson, telephone messages and letters are in the second lesson. The important principles are first presented, and minor points and difficulties are taken up only after the essentials are understood. A feature of the book is clearness and thoroughness. The language is simple and direct, just as the system is free from involved outlines. The book should be ideal for high school use.

Education.

An essay and other selections by Ralph Waldo Emerson. Cloth. 73 pages. Houghton Mifflin Co., Boston, New York, Chicago.

This is the first volume of the new "River-side Educational Monographs" which Houghton Mifflin Company are planning to issue. Mr. Emerson's views on education are too well known to require comment at this time. In addition to the titular essay, there are selections from his longer works treating of Culture in Education, Education for Power, and The Training of Manual Work. The book is most appropriate as a "starter" for the new series.

INDUSTRIAL TRAINING.

An industrial school will be opened next September in Fitchburg, Mass.

The school will be established under the direction of Supt. J. G. Edgerly in connection with the state normal school in that city, the legislature having already appropriated \$75,000 for the necessary building and its equipment. It is intended to supply the needs of those pupils who leave school after their fourteenth year, with no preparation for earning a livelihood.

The instruction will be strictly practical, arithmetic, reading, writing and spelling being taught with a view to business use; mechanical drawing and designing also being included in the curriculum. This instruction will be given to boys and girls alike.

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The educational press is not a thing apart from, and independent of, the schools, but is an integral portion of the essential machinery for upbuilding and perfecting a system of education. It is as much a part of this machine as the first grade is a part of the elementary school. It assists in placing right ideals before teachers, and does what it can to inspire and to aid teachers in attaining these ideals.

In its truest form, it is not the mouthpiece of any man or any group of men. It is rather the voice of the best educational leadership.

When school legislation is needed, the educational press furnishes the medium through which the school people may be aroused.—George L. Towne.

Changes Name.

The name of "Charities and the Commons" has been changed to "The Survey," qualified by the sub-title: Social—Charitable—Civic. The scope and editorial staff of the publication will remain the same.

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A Difference of Person.

Teacher—Billy, can you tell me the difference between caution and cowardice?

Billy—Yes, ma'am. When you're afraid yourself, then that's caution. But when the other fellow's afraid, that's cowardice.

Commencement Grief.

"Of all my troubles," the father sighed,
"This surely is one of the sorest;
Those four tall, slender girls of mine
Are all in the class of nineteen-nine
And I have no pull with a florist."



A Mathematician.

"Professor, you are standing in the middle of that mud puddle!"

"In the middle? Oho, that you will have to prove."—Meggendorfer.

Aus der Schule.

Lehrer: "Was ver-
steht Du unter Selbst-
verleugnung?"

Kudi: "Wenn einer
um Geld kommt, und der
Papa läßt sagen, er sei
nicht zu Hause!"

Lehrer: "Zu der-
zählung ist von, fahren-
dem Volke die Rede; was
versteht man darunter?"

Junge: "Die Rut-
cher!"

He "Thought" Right.

Prof. George Porter, principal of the Halls-ville, Ga., schools, has continually told the pupils that they should think twice before they speak. One cold morning last week Prof. Porter backed up to the stove, after having given expression to his famous adage, when a little boy on the front seat, after having been given permission to talk, said:

"Prof. Porter, I've thought once."

"Think again," he replied.

"I've thought twice," said the youngster.

"Then speak."

"Yes, sir, I thought your coat tail was a scorchin', now I think it is ablaze," replied the obedient urchin.

As He Saw It.

According to an English periodical, his majesty's inspector was testing the class in general knowledge.

"Now, lads," he said gravely, "your teacher, I expect, has explained to you the meaning of most of the mottoes which apply to the months of the year. Thus, 'If February gives much snow, a fine summer it doth foreshow,' and, 'In January if sun appear, March and April pay full dear.' But I wonder which of you can remember what comes in like a lion and goes out like a lamb?"

There was an awestruck silence for a few moments, and then a pale looking boy said:

"Please, sir, it's our landlord when he gets his arrears paid up!"

Bobby Knew.

Teacher—There is a certain animal that progresses very slowly, and even then it travels backwards. Can any pupil tell me its name?

Bobby—I don't know its name, teacher, but I know what it is.

Teacher—Ah, Bobby; you may tell the other pupils.

Bobby—It's a republican congressman tacklin' th' tariff revision question.—Pathfinder.

Hurt Himself.

"Willie, how's your father?"

"All right, except that he hurt himself this morning."

"Was it an accident?"

"No; premeditated."

"Premeditated?"

"Yes; he gave me a lickin'."

American.

One of the younger teachers of the Brooklyn schools was talking to her class of the czar of Russia, explains the Eagle. She said impressively:

"There is no more autocratic person in Europe than the czar. He has the power of life and death over his subjects. On his nod hangs

THE PUBLIC SCHOOLS OF THIS

country are putting before the pupils more and more the examples of great and good men and women. The stories of the glorious deeds of noble men are not only the most interesting but one of the best methods of instructing the young.

The Dixon Company has just issued a 32-page booklet similar in style to their Pencil Geography. It gives about sixty brief accounts of a few of the men and women who have been identified with the early history of this country, and who attended what was then known as "The Little Red School House."

It contains information that will be valued by both teachers and pupils. Copies sent free to all teachers who desire them.

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the fate of millions. Whether he is good or bad, he can alter the lives of all his subjects. Do you think we have any one in this country resembling him?"

"Sure, ma'am," said the freckled faced boy from the Fifth ward. "You ain't acquainted wid de alderman of our district, air you?"

Why They Were Perplexed.

Some time since the teacher in a primary school up the state was taken sick and a substitute was sent to the knowledge foundry. Calling up the class in arithmetic, she gave the following example:

"If I had seven oranges and eleven more were given me, and then I give five to a friend, how many oranges have I left?"

There was no reply, and the substitute teacher couldn't understand the puzzled look on the children's faces. Finally she repeated the question and a small hand was raised.

"Well, little boy," said the teacher, "how many are left?"

"Please, ma'am," responded the youngster in a faltering voice, "we always do our sums with apples."



Adele—Is that friend of yours an old maid?
Estelle—No, but she is a school teacher.



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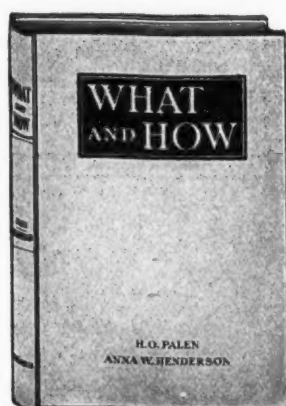
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The latter named kind of competition may be done away with if architects will have backbone and consideration for each other and assist in the legislation which is now being agitated, licensing all practicing architects. This custom has already proved a success and will tend to do away with the so-called "plan factory."—Robert A. Bradley, Indianapolis, Ind.

Success of a Trade School.

Students of the new "vocational education" are seriously inquiring into the results produced by the few trade schools already in existence. The textile school at Lowell, Mass., has issued a statement that argues well for the earning power of its graduates. Among other things the statement says:

"Results of a recent canvass of the alumni lead to the belief that nearly 60 per cent of

the graduates from the day classes are receiving a salary of over \$1,000 a year; 20 per cent are receiving \$2,000 and over, with some cases of \$4,000, 5,000 and \$7,000 salaries. The first graduate has not yet been out from school ten years. The following is a list of the number of graduates occupying the different positions in the industry—this includes the class graduating in June, 1908: Principal of textile school or departments, 3; teacher industrial school, 11; mill owner, 1; mill corporation treasurer, 1; mill agent, 3; mill assistant superintendent, 9; mill superintendent, 11; mill assistant manager, 1; mill foreman of department, 18; mill purchasing agent, 1; mill auditor and accountant, 8; textile designer, 30; in commission house, 8; electrician, 1; assistant engineer, 1; draughtsman, 3; chemist and dyer, 29; in business, textile distributing or incidental thereto, 33; journalist, 2; student, 2; deceased, 2; total, 178."

THE SUNNY DIPLOMA MAN.

The subject of this sketch, Mr. Walter E. Dunn, started his business career as office boy of the Penman's Art Journal in 1888. His first important occupation consisted in handling the flourished stags and eagles that were given as premiums in those days.

No wonder that ever since he has been advancing by stag-like leaps and bounds, and has been emulating the "proud bird of freedom's" soaring. He has always been deeply interested in penmanship and all things artistic. Showing unusual skill in lettering and in the arrangement of pictorial composition, he soon won the position of head and manager of the diploma department of Ames & Rollinson Co., New York City (they were publishers of the paper mentioned above). It is in this capacity

that he is best known to the thousands of school principals who have found it safe to look to him for their diploma advice.

Mr. Dunn has that social, congenial way that makes you say: I like him. His is one of those rare dispositions that turn to the cheery side of things as the sunflower turns to the sun.



WALTER E. DUNN.

Mgr., Diploma Department, Ames & Rollinson Co.

He gives away, or sends for a slight fee to cover postage, an illuminated verse, "Smile," done by Dunn. This he is endeavoring to get into every schoolroom, office and home, being just the sentiment for all time, everywhere.

Among Mr. Dunn's particular diversions are deep sea fishing and roaming the woods and fields, seeing the beautiful in nature.

Ginn & Co. will within a short time bring out "Readings on American Federal Government," by Paul S. Reinsch, professor of political science in the University of Wisconsin. Professor Reinsch was the author of "International Administrative Law and National Sovereignty," which lately appeared in a number of the American Journal of International Law.

GETTING OUR BEARINGS ON INDUSTRIAL EDUCATION.

(Concluded from Page 5)

plication of such principles to the peculiar requirements of those boys and girls who are looking towards industrial vocations. A few general ideas will here be suggested which should help us to keep our bearings in making this application.

Elementary and Secondary Education.

First, it is important that we make a clear distinction between elementary and secondary education. Neither in our thought nor in our practice have we thus far drawn this distinction with sufficient clearness, but have merely assumed that during the period of early adolescence the minds of boys and girls are sufficiently "mature" to admit of their entering upon the study of Latin, algebra, geometry and the various other subjects prescribed for admission to American colleges. From this point of view, elementary education is simply that uniform course imposed upon all boys and girls who have not yet entered upon a college preparatory course. I am sometimes disposed to think that, if we had the courage to face the truth, we should be compelled to admit that the present function of the elementary school is to eliminate sixty-five per cent of its pupils so that the secondary schools shall not be overcrowded, and that the function of the latter, including the manual training high schools, is to eliminate all of the residue who do not readily run into the mould handed out by the colleges.

I would propose the following as a rational, as opposed to a purely formal, distinction between elementary and secondary education. In the early stages of mental and social development the similarities of children for educational purposes are more significant than their dissimilarities. This is the period of elementary education, when children may properly participate in a relatively uniform regime. When differences in taste, capacities and ambitions become more significant for education than likenesses, whatever may be the arbitrary and external organization of education, the secondary stage in the development of boys and girls has *de facto* begun. Obviously this period begins at a much earlier point than is recognized in our present educational practice. The difference between elementary and secondary development is thus primarily a matter of mental

and moral variation, not a mere matter of convenient arrangement. Differences in abilities and in interests will always demand corresponding variations in form of activity. If we persist in our inexcusable failure to provide such variations during the last years of our so-called elementary course, when individual differences appear with unmistakable and increasing force, we may expect boys and girls to continue, as they now do, to seek in the more tolerable occupations of street, factory, shop, office and mercantile house, the kind of interests for which they feel an instinctive though vaguely defined need.

Industrial Secondary Education.

It should be clear, then, that industrial education is properly but one constituent of an organic system of secondary education. Like the various other members of such a system, industrial schools should be designed to meet the specific needs of a well-defined group of children who by reason of common interests, common capacities and common opportunities are looking toward a common vocation.

It is surprising that, in the current discussion of industrial education, no more strenuous protest has been made against the early specialization that is obviously involved in the proposed program. At the risk of seeming to set up a man of straw, I shall notice very briefly some important considerations in this connection.

The arguments against "early specialization" were first brought forward with great vehemence in the discussions of the "elective system" in colleges, that loomed up so large on the educational horizon a generation ago. They next appeared in the debate concerning the introduction of elective courses into our high schools. While the ultimate outcome of this contest is no longer doubtful, the voice of protest has not yet been altogether quieted. The old familiar arguments are still urged against wider opportunity and greater freedom for pupils in high schools. We may expect these same arguments to be directed, in turn, against every effort to extend the elective system backward to the logical beginning of the secondary stage of education.

The outcome of the struggle between rigid prescription and free election must eventually be the same in all three of these fields, for the conflict is really one and not three. The question is whether human beings who differ widely in native gifts and acquired tendencies shall be forced to pursue a single conventional course of training, or have the privilege of choosing a course that will equip them not only for the worthy use of their leisure, but for the intelligent pursuit of their vocations. Life itself is from the beginning an elective process—each individual selecting from the complex whole of experience those elements that accord with his native and acquired interests, and rejecting those elements that serve no useful purpose in his life.

In a very real sense, then, it is a condition and not a theory that confronts us; for an elective system is already firmly established even in our elementary education. One of the alternatives open to a pupil is to continue in the single course offered by the schools; the other is to withdraw from school and, without adequate preparation, to enter at once upon some low grade vocational pursuit that offers little educational advantage and a meagre wage. The question is not, therefore, whether we shall extend the privilege of election to pupils now in the elementary schools, but whether by introducing courses for industrial and domestic training within the school, we shall widen the field within which election may be made.



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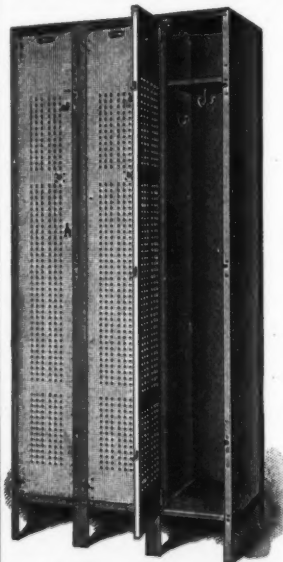
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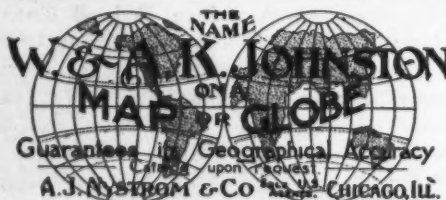
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Fitting for Occupations.

A rational system of secondary education must provide not only for the training of special capacities, but for making children conscious of their individual abilities. One of the most serious weaknesses of the present organization of education is that the range of experience provided for in the schools is so narrow that many of the latent powers of children are not stimulated to activity. In order that a child may be placed in position to make proper choice of a school course and ultimately of a vocation, it is often essential that means be taken to ascertain what are his native capacities upon which success in every undertaking must very largely depend. These capacities cannot always be determined with reference merely to the desires of parents and of pupils or to such general advice as teachers and principals of schools are commonly qualified to give. Teachers must be equipped to recognize, to search for, and to interpret the evidences of special aptitude. This will necessitate a fuller recognition than is now given to the influence of heredity upon mental and moral traits and a more vital and practical view of genetic psychology than is yet wide prevalent.

To summarize briefly, then, we have evidences of a widespread and almost unprecedented demand for industrial education, and this demand is but one aspect of the educational unrest that is now so widely felt. While manual training has done much to vitalize the educational thought of the country, it is still largely isolated and unsocial in practice and should be replaced by a more intelligent study of the industrial element in social life. There is a noticeable tendency to set up industrial efficiency as a final standard, and to look upon industrial education as a means of exploiting this efficiency in the interest of the private gain of employers of labor. Such tendencies must be steadily resisted by leaders in education.

Industrial education properly constitutes an organic part of a rational system of secondary

education which should meet the specific needs of various groups of children who, on account of differing tastes and capacities, must look towards widely different vocations. Such a system will make it necessary for children, with the guidance of parents and teachers, to make choice of a career at a much earlier age than is now commonly regarded as prudent. Even under existing conditions, however, children are obliged to choose between continuing in the uniform course provided by the elementary school, and entering upon vocational pursuits without adequate preparation. One of the main functions of secondary education should be to make children aware of their special aptitudes and thus to make it possible for them to choose wisely the vocations for which by nature they are best adapted.

The Utilitarian Charge.

The whole argument for vocational training is, of course, open to the familiar charge that it is basely utilitarian. As to the charge that such training is utilitarian, why should not the answer be what the common law terms "confession and avoidance"? Such training is utilitarian; but why basely so? Most men devote more than half of their waking hours to their vocations. Are their lives necessarily on that account basely utilitarian? Our war for independence had its origin in a question of taxation. Was it for that reason a basely utilitarian struggle for selfish ends? Almost every great national policy involves some matter of industry or commerce. Is our national life, therefore, unworthy of our loyal affection? The intellectual and moral progress of the race has always been in large measure dependent upon material and commercial prosperity. Are the achievements of the human spirit on that account insignificant or base? As a people we profess a belief in the dignity of work. Shall we hesitate to exemplify our belief by making it possible for every man to find his work, and in his work to find a worthy means of enlarging and completing his life?

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REPORTS AND PUBLICATIONS.

Arbor Day Manual, for the State of California. Prepared by State Supt. Edward Hyatt. Paper, octavo, 58 pages. One of the best Arbor day manuals we have seen. It contains not only directions "how and what" to plant, but a mine of inspirational material, and programs for the teacher. The illustrations are beautiful.

Health & Disease, compiled by State Supt. J. G. Crabbe, Frankfort, Ky. 21 pages. A timely pamphlet intended to give school trustees and teachers an understanding of nature and dangers of smallpox, typhoid, diphtheria, scarlet fever and tuberculosis. The explanations include directions for preventing and treating these diseases and explains the state health laws.

Whirlwind Campaign of 1908. By Supt. J. G. Crabbe, Kentucky. 45 pages. This is a report of Supt. Crabbe and twenty-nine educators who conducted a nine-day speaking campaign for education in Kentucky. Every county was covered and three hundred addresses were made.

English in High Schools, by Ida K. Greenlee. Paper, 77 pages. Issued by Supt. H. B. Dewey, Olympia, Wash. A suggestive handbook on English literature for the high schools of the state of Washington.

Bulletin No. 7, of the Illinois Educational Commission. Paper, 37 pages. Contains a general discussion of the salary problem and of minimum salary legislation in the United States. Recommends an increase of the minimum school year to seven months and the establishment of a minimum yearly salary of \$315.

Annual Report, of the Winnebago county, Illinois, schools. By Supt. O. J. Kern, Rockford, Ill. Paper, 96 pages, illustrated. More beautiful than ever. Discusses, in addition to the usual statistics, indoor and outdoor school art, school libraries, country high schools, etc.

Connecticut School Document, No. 1, 1909. Paper, 146 pages. Issued by the state board of education, C. D. Hine, secretary, Hartford. Contains all laws relating to schools.

THE shrewdest buyers of school equipment study the advertisements in the *School Board Journal* because they find that this insures them the latest and best goods at the most reasonable prices. It would require a great deal more time than a busy school official has to visit the show-rooms of even a fraction of the manufacturers and dealers of school apparatus and furniture to see where the best and cheapest articles can be bought.

This can be done economically by studying the advertising pages. There the goods are displayed by terse and exact description or actual illustration. The distinguishing qualities and the price are set forth for comparison.

Whenever one has been misled as to price or quality of an article purchased, he finds that it is an unadvertised product, claimed to be "just as good."

SEE
THAT
LIGHT
ROW

COPPER PLATED STEEL
RESERVOIR



CLEANER FLOORS LESS
COST

NO DUST IN THE AIR--FLOORS WIPED WITH
the same stroke that sweeps. The white row is moist with kerosene just enough to clean without oiling the floor. Floors made white and clean as though mopped in 5 to 8 minutes for room of 60 desks.

COST ONE DOLLAR PER YEAR PER 1,000 SQUARE FEET.

SENT ON Milwaukee Dustless Brush Co. 30 DAYS

APPROVAL 130 Sycamore St.,
MILWAUKEE, - WIS.

TRIAL

EXPRESS PAID. 6,500 SCHOOLS USE NOTHING ELSE



ALABAMA.

Cullman—School will be erected; \$10,000. Ashland—\$8,000, bonds, were issued for school. Atmore—\$13,000, bonds, were voted for high school. Eutaw—School will be erected. Centreville—2-story high school will be erected.

ARKANSAS.

Chant—Propose erection of school; \$20,000.

COLORADO.

Del Norte—Arch. G. W. Roe, Pueblo, has plans for school; \$6,000. Fort Collins—Parochial school will be erected; \$40,000. La Junta—School will be erected. Grand Junction—Plans were adopted for high school; \$40,000.

CONNECTICUT.

Willimantic—Sketches have been made for new high school. Orange—Archts. Foote & Townsend, New Haven, have plans for school.

DIST. OF COLUMBIA.

Washington—8-room school will be built.

GEORGIA.

Bowersville—\$10,000, bonds, were voted for school. Americus—School will be erected. Decatur—Plans have been prepared for school.

IDAHO.

Harrison—School will be erected.

ILLINOIS.

Sadorus—Propose erection of school. Hardin—Propose erection of schoolhouse. Decatur—Plans have been prepared for high school. Monmouth—High school will be erected.

INDIANA.

New Point—Arch. Henry Duncan, Anderson, has plans for 1-story school; \$9,000. Berne—2-story school will be erected. Bicknell—Arch. J. W. Gaddis, Vincennes, has plans for 2-story school; \$25,000. West Middleton—Archts. J. T. Johnson & Co., Indianapolis, have plans for 6-room school; \$12,000. Raber—Archts. Mahurin & Mahurin, Ft. Wayne, have plans for 2-room school; \$10,000. Auburn—School will be built.

IOWA.

Woodbine—Archts. Eisentraut & Co., Kansas City, Kans., have plans for 2-story school. Lowden—Arch. O. H. Carpenter, Iowa City, has plans for 2-story school. Charles City—Archts. Liebbe, Nourse & Rasmussen, Des Moines, have plans for schools; \$20,000. Rock Valley—Arch. Geo. Pass, Mankato, Minn., has plans for school; \$20,000. Delmar—School will be erected. Morley—School will be erected. Bettendorf—Arch. C. R. Spink, Davenport, has plans for 2-story school; \$9,000. Ft. Dodge—Bids will be received for erection of school. Estherville—High school will be erected.

KANSAS.

Madison—Arch. H. W. Brinkman, Emporia, has plans for 2-story high school; \$25,000. Benedict—4-room school will be erected. Jewell—Arch. J. C. Holland & Son, Topeka, have plans for school; \$25,000. Ingalls—School will be erected. Garden City—Propose erection of high school. Topeka—6-room school will be erected; \$18,000. Turon—Propose erection of school to cost \$15,000. Hutchinson—High school will be erected. Winfield—High and manual training school will be erected. Tonganoxie—Propose erection of high school; \$10,000. Alma—Propose erection of school. Republic—School will be erected; \$15,000. Curranville—Plans are being discussed for erection of school.

KENTUCKY.

Sanfordtown—2½-story school will be erected; \$10,000. Uniontown—School will be erected; \$12,000. Mays Lick—Archts. C. P. & E. A. Weber, Cincinnati, have plans for 2-story school. Madisonville—County high school will be erected; \$10,000.

LOUISIANA.

Eros—School will be erected; \$25,000. Breaux Bridge—Plans were adopted for high school. Gretna—School will be erected. Harvey—School will be erected. Kenner—School will be erected. Waggeman—School will be erected.

MAINE.

Portland—Arch. A. W. Pease has plans for school, So. Portland.

MASSACHUSETTS.

Lynn—Arch. Penn Varney has plans for 4-story high school; \$300,000. Clinton—School will be erected; \$40,000. Worcester—4-room school will be erected in Tatnuck.

MICHIGAN.

Midland—Arch. Clarence Cowles, Saginaw, will prepare plans for school. Vulcan—Archts. Charlton & Kuenzli, Marquette, have plans for school. Berlin—\$8,600, bonds, were voted for school. Martin—School will be erected.

MINNESOTA.

Chaska—Arch. A. C. Claussen, Minneapolis, has plans for 2-story school. Milroy—Arch. F. D. Orff, Minneapolis, has plans for 2-story school. Duluth—Arch. Anthony Puck is preparing plans for parochial school; \$60,000.

MISSISSIPPI.

Coffeerville—Arch. P. J. Krouse, Meridian, has plans for school; \$8,500.

MISSOURI.

Memphis—Arch. O. A. Houghland, Chariton, Ia., has plans for 2-story high school; \$20,000. Maplewood—\$45,000, bonds, were voted for school. Higginsville—High school will be erected. Carrollton—School will be erected; \$25,000. Site will be purchased for colored school.

MONTANA.

Great Falls—Two schools will be erected. Lewiston—Site has been selected for school. Missoula—\$40,000, bonds, were issued for school.

NEBRASKA.

Florence—School will be erected; \$25,000. Oconto—Arch. A. G. Dole, Kansas City, Mo., has plans for school; \$4,000.

NEW JERSEY.

New Brunswick—High school will be erected; \$250,000. Collingswood—Arch. Chas. Oilschlager, Philadelphia, Pa., has plans for two elementary schools; \$10,000 each. Arch. Clyde Adams, Philadelphia, Pa., has plans for high school; \$20,000. Rahway—Arch. J. B. Beatty, Elizabeth, N. J., has plans for 2½-story high school; \$68,000. Millville—School will be erected; \$46,000. Bergenfield—Archts. Wilder & White, New York, have plans for school. Lebanon—Site was selected for school.

NEW MEXICO.

Tucumcari—School will be erected.

NEW YORK.

Liberty—Archts. S. O. & H. A. Lacey, Binghamton, have plans for union and high school building; \$60,000. Corning—Arch. S. E. Tuthill has plans for 2-story school; \$30,000. Cuba—Archts. Pierce & Bickford, Elmira, have plans for school. Pawling—Archts. Atterbury & Phelps, New York City, have plans for 4-story school. Candor—High school will be rebuilt.

LEWIS & KITCHEN

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CHICAGO—KANSAS CITY

MANUFACTURERS OF MODERN APPARATUS

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SEPTIC TANKS

GARBAGE CREMATORIES

1200 Michigan Ave.
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KANSAS CITY

\$18,000. Niskayuna—Plans are being prepared for school; \$10,000. Lynbrook—Propose erection of school.

NORTH CAROLINA.

Elkin—Graded school will be erected.

NORTH DAKOTA.

Rennie—Arch. Geo. Ashby, Chicago, Ill., has plans for 2-story school. Lisbon—School will be erected. Souris—School will be erected. Donnybrook—School will be erected. Edgeley—School will be erected at Kennison. Northwood—School will be erected.

OHIO.

Cincinnati—Intermediate school will be erected at Norwood Station. Cuyahoga Falls—Arch. E. A. Moore, Akron, has plans for 2-story school; \$12,000. Brilliant—Arch. R. J. Peterson, Steubenville, has plans for 2-story school; \$9,000. Swanton—Arch. J. W. Matz, Toledo, has plans for 1-story school. Canton—6-room school will be erected. Russellville—2-story school will be erected. East Liverpool—Three schools will be erected. Rossford—Propose erection of school. Strasburg—School will be built. Covington—Plans have been prepared for school. Steubenville—School will be erected.

OKLAHOMA.

Pawhuska—8-room and 6-room school will be erected. Madill—Archts. Smith & Parr, McAlester, have plans for 2-story school. Hominy—Archts. Nichols & Ferrie, Bartlesville, have plans for school. Granite—Archts. Williams & Wells, Oklahoma City, have plans for school. Stigler—Archts. Jennings & Bates have plans for school. Walters—School will be erected; \$40,000. Scullin—Archts. Breedlove & Myall, Ardmore, have plans for 2-story school. Poteau—High school will be erected; \$15,000. Mangum—Propose erection of four schools. Addington—Propose erection of school. Russett—Plans have been prepared for school. Waurika—12-room school will be erected; \$35,000. Randolph—Contract was awarded for school; \$10,000.

OREGON.

Milton—2-story school will be erected; \$25,000.

PENNSYLVANIA.

Donora—Arch. J. C. Fulton, Uniontown, has plans for 2-story school; \$35,000. Erie—Arch. W. H. Zawadski, Buffalo, N. Y., has plans for 2-story school; \$38,000. Hatboro—Arch. Wesley

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Warm Air Furnace, Steam and Hot Water Heating.
Automatic Flush and Dry Closets for Schools a Specialty.

We give you the Best Apparatus for your Money. Write Us.

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ASHBY'S
DESIGNS OF
SCHOOLS and LIBRARIES

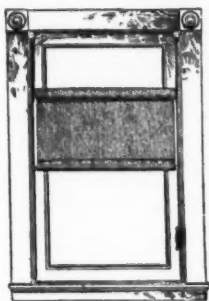
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We develop your ideas into a practical set of plans and specifications which can be executed to the smallest detail. You can build within your means and to your entire satisfaction.

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The Window Shade Roller is adjustable. The light as you want it. The shade where you want it. Now in use in hundreds of schools. Free full size sample adjuster sent for trial to School Boards. (give size of window.)

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163 Randolph St.
CHICAGO, ILL.

Mullin, Mapleglen, has plans for 1-story school; \$3,000. Karns City—2-story school will be erected. Feasterville—Archt. Henry Reinhold, Philadelphia, has plans for 2-story school. Hays—8-room school will be erected; \$40,000. Bryn Athyn—Archt. Henry Reinhold, Philadelphia, has plans for 2½-story school; \$40,000. Bethlehem—Contract was awarded for school, N. Bethlehem. Elizabethtown—School will be erected.

SOUTH CAROLINA.

Abbeville—\$20,000, bonds, were voted for school. Maysville—School will be erected. New Brookland—School will be erected; \$10,000.

SOUTH DAKOTA.

Carthage—School will be erected. Manchester—Archt. Geo. Issenhuth, Huron, has plans for 2-story school.

TENNESSEE.

Ripley—School will be erected. Decaturville—2-story school will be erected; \$3,500. Henning—Propose issuance of \$15,000, bonds, for erection of school. Tullahoma—County high school will be erected. Plans are being considered for erection of high school.

TEXAS.

Yoakum—Archts. Phelps & Jacob, San Antonio, Tex., have plans for 2-story school. Vernon—School will be erected; \$10,000. Buda—Archt. A. O. Watson, Austin, has plans for 6-room school. Glenwood—Bonds will be voted for school. Alvin—Propose erection of 10-room school. Pittsburg—\$9,000, bonds, were issued for school. Teague—\$40,000, bonds, were issued for school buildings. Hallettsville—School will be erected. Albany—Bond election for \$26,000 was ordered for erecting schoolhouse. Roscoe—Central high school will be erected.

UTAH.

Pleasant Grove—Archt. T. T. Davies, Provo, has plans for 2-story school; \$4,000. Spanish Fork—12-

have plans for 2-story school; \$12,000. Edwall—School will be erected. Burlington—High school will be erected; \$20,000. Husum—School will be erected. Bristol Dist. Starbuck—Propose erection of school.

WISCONSIN.

Eastman—Archts. Shick & Roth, La Crosse, have plans for 2-story school. Racine—Archt. W. F. Burfeind has plans for school; \$15,000. Radisson—4-room school will be erected. Luxembourg—Archt. W. E. Reynolds, Green Bay, has plans for 2-story school. Waupaca—School will be erected. Walsh—School will be erected. St. Croix—School will be erected. Grand Rapids—Parochial school will be erected.

WYOMING.

Rock Springs—Archt. Wm. Dubois, Cheyenne, has plans for school; \$15,000.

CANADA.

Kinley, Sask.—School will be erected. Montreal—Plans have been approved for technical school.

Wisconsin Arbor and Bird Day Annual. Paper. 120 pages. Prepared by O. S. Rice, and issued by State Supt. C. P. Cary, Madison. Contains program material for tree planting day and bird day and a third installment of a comprehensive study of Wisconsin birds by Mr. and Mrs. I. N. Mitchell.

Front View.

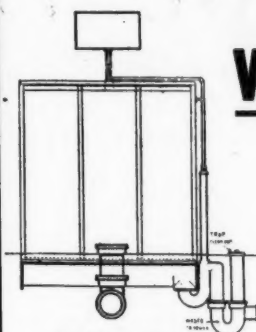


PLATE 1779-N.

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STYLE F

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Schools

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"A Few Points on Sanitation"

End View.

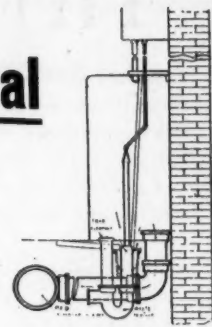


PLATE 1780-N.

N. O. NELSON MFG. CO.

Edwardsville, Ill.

St. Louis, Mo.

room school will be erected; \$30,000; T. T. Davies, Archt. Heber City—Site will be selected for high school; \$25,000.

VIRGINIA.

Roanoke—Site has been secured for central high school.

WASHINGTON.

Seattle—Two 17-room schools will be erected. Toppenish—8-room school will be erected, \$22,000. Thorp—Archts. G. W. Bullard & I. H. Hill, Tacoma, have plans for 2-story school; \$7,000. Centralia—Archts. Bullard & Hill, Tacoma,

Thirty-seventh annual report, Somerville, Mass., school committee. Charles S. Clark, superintendent of schools. Paper. 94 pages.

Superintendent's annual report to the board of education of Watertown, N. Y. By Supt. Frank S. Tisdale. Paper. 100 pages. Illustrated.

Biennial report, county superintendent of schools, Cook county, Illinois. By Supt. A. F. Nightingale, Chicago. 418 pages.

Report of the board of education, St. Joseph, Mo. 154 pages. Illustrated. Contains report of Supt. J. A. Whitford. Interesting discussion of local problems.

School Report, Springfield, Mass. Wilbur F. Gordy, superintendent. Paper. 190 pages. Gives special attention to industrial education.

School Committee Report, Chicopee, Mass. Includes report of Supt. John C. Gray. Paper. 53 pages. Contains a discussion of industrial training.

Addresses and Papers, by Andrew S. Draper, New York State Commissioner of Education. Paper, 180 pages. Contains the writings of Dr. Draper during the year ending March 1, 1909.

Fifty-Second Report of the board of education and superintendent, Newark, N. J. Paper, 324 pages. Dr. Poland's reports are always scholarly. His chief theme this year is industrial education.

Ardmore, Oklahoma, built two splendid ward buildings a year ago, and is now rounding out a 12,500 population, with four fine brick and stone school buildings.

But Supt. Charles Evans and his progressive people are not satisfied with a little of a good thing. They recently held an election in which a vote in favor of building a \$100,000 high school was recorded to the pace of 1,152 to 132. The bonds have been sold at 105, and the school board invited only the best architects to enter the competition for plans.



**LATHES,
BENCHES
AND
VISES**

Sent on Approval

The following are among the cities which, for the past five years, have found our Vises and Benches entirely satisfactory to the exclusion of all others: Seattle, Denver, Kansas City, St. Paul, Minneapolis, Omaha, Louisville and Nashville.

In October, 1908, the Government selected one of our standard Benches for the equipment of fourteen Government Schools in Alaska. We feel that we could hardly offer greater evidence of the exceptional merit and completeness embodied in our benches.

E. H. SHELDON & CO., 80 N. May St., Chicago



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No. 1
SPEED LATHE**

Over 100 schools are now using this lathe.

MANUAL TRAINING EQUIPMENTS

We give you an opportunity to see how they look and work under your conditions. You cannot afford to buy these important items by guess or hearsay.

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TIME?

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Tower Clocks "BEST" Catalogue Free

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THE SCHOOL TRADE

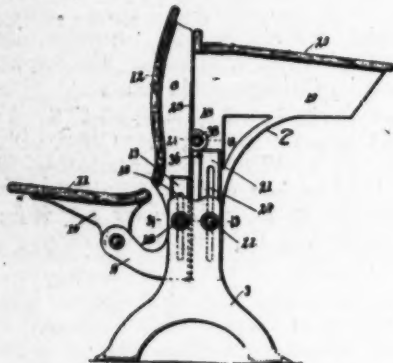
RECENT PATENTS.

School desk. James M. Taylor, Blasdel, N. Y. A desk comprising a pair of standards having each a groove in its inner face near its upper edge, a slidable top on said standards, a retainer bar on the under side of said top in close



proximity to each standard, said retainer bars having each a groove co-operating with the groove in the adjacent standard, and anti-friction balls between said retainer bars and the standards acting as guides for said top and with the ends of said grooves serving as stops to limit the movement of said top.

School Furniture. William Redmond, Muskegon, Mich.



1. In a device of the character described, the combination with a pair of spaced standards, each having two guide channels formed upon its inner face, of a seat portion comprising a pair of side members, elongated outstanding slotted guide panels carried by said side members and adapted to enter the guide channels of the standards, a desk portion, elongated, vertical and outstanding slotted guide panels carried by the desk portion, adapted to enter the guide channels, binding bolts passing through the standards and the slots of the desk and seat portion, adapted to bind said portions against movement with relation to the standards, vertical racks formed upon the rear faces of the side members of the seat portion, there being aligned openings formed in the side members of the desk portion, an angular shaft, a pair of pinions each comprising a central toothed portion, an annular portion upon each side of the toothed portion and an angular head, said angular heads of the pinions lying outside of the side members of the desk portion, one of said annular portions of each pinion being journaled in one of the said openings of the desk portion, members secured to the inner faces of the desk portion and engaging the other annular portions of the pinions, said racks projecting beyond the inner face of the seat portion to form outstanding ribs, and

guide members carried by the desk portion and engaging said rib.

NEW SANITARY SCHOOL DEVICE.

On page 33 of this issue we print an engraving of the Columbus Heating & Ventilating company's new "Octagon" ventilated urinal. This is a recent invention and has already been installed in about thirty school houses. The authorities in charge of these schools endorse it in the highest terms, as it positively ventilates the entire toilet room, keeping the room clear of all disagreeable odors and proving itself to be an absolutely sanitary appliance.

Particular attention is called by the designers to some of the features of the apparatus. It has twenty-four points of ventilation, three to each division: First, at the base on the floor line; secondly, at the bowl into which the water flows; third, underneath the hood at the top. The water flows continuously over the face of the octagon cone, dropping into the receptacle and thence into the sewer drop. The entire apparatus is made of cast iron and is heavily enameled in white.

The Columbus Heating and Ventilating Co. also manufactures a side-wall ventilated urinal, which ventilates at two points in each division. This article has just been patented and is adapted for rooms which are too narrow to receive the "Octagon."

They also manufacture a latrine ventilated range closet, arranged to provide independent ventilation for each seat, so that there is a positive change of air at all points. The company has recently completed the installation of an apparatus in one of the Boston, Mass., schools and has received numerous inquiries from boards of education throughout the country. Its devices have attracted attention because of their sanitary nature and positive action.

A NEW CATALOG.

A veritable "dictionary" of school supplies is the new Columbia catalog for 1909. In its 84 pages nearly 1,600 distinct articles of school equipment are illustrated, described and priced. These range from the most intricate, high grade laboratory instruments to kindergarten gifts, and from manual training equipment to gymnasium apparatus.

Possibly the most interesting single item presented in the book is the new "sanitary steel adjustable desk" recently perfected by the firm. It is a bold departure from every existing model of school desk, and in the opinion of its designers embodies every reasonable requirement of a sanitary, durable and comfortable piece of class room furniture.

The desk takes its name from the fact that every portion except the top, the seat and back, which come into contact with the body, are made of steel. Even the book box, which has always been of the cheapest wood in older desks, is japanned steel.

The lines of the desk are severely plain, so as to afford as little space for the lodgment of dust as possible. Desk and seat are isolated and both are adjustable—the latter forward, as well as up or down.

The Sanitary steel desk completes the Columbia line of Sanitary steel furniture, earlier products of which included steel teachers' desks, manual training benches and lathes, and drawing tables.

All articles in the new Columbia catalog are sold on the well-known "Columbia plan," upon which the Moore Brothers have built their extensive patronage. Since the foundation of the firm this policy has included: a well selected diversified line of goods, net prices, a guarantee of safe delivery, and the return of unsatisfactory articles.

School officials who have dealt with the firm have learned to place such confidence in the management that the Columbia catalog is used as a standard guide to check up prices and quality of goods offered them.

A copy of the catalog will be cheerfully sent to anyone upon application to the home office, in Indianapolis.

NEW BOOKLET CONCERNING PLUMBING FIXTURES FOR SCHOOLS.

James B. Clow & Sons have just issued a new booklet illustrating closets, lavatories, urinals and drinking fountains especially designed for schools.

Their automatic closets have received the highest endorsement of the leading sanitary engineers, school boards and architects, on account of their simplicity (only three movable parts), economy in the use of water and durability. Two and one-half gallons of water discharged, under high pressure, from a Clow automatic closet is found much more efficient than five gallons discharged feebly from an open tank closet. In school buildings, where a closet receives such hard usage, it is imperative that the one best suited to meet these conditions should be carefully considered.

The Clow closet bowls are made of the celebrated Adamantose ware, which is a hard body obtained by long firing at an extremely high temperature. The body and glazed surface during the firing become amalgamated and uniform throughout.

Adamantose ware possesses the strength of iron; it positively will not crack and is absolutely non-absorbent and unshrinkable.

The Clow ventilated slate urinal meets the requirements for perfect school sanitation. Toilet rooms in which these urinals are used are as free from odor as any room in the building.

The Clow Adamantose lavatories are designed in many different styles to suit the fancy of the user.

The Clow hygienic drinking fountain appeals strongly to every one on account of its sanitary features, beauty and durability. The flow of water is controlled by a self-closing regulating stop valve with lever handle.



R-736, showing the manner in which the water bubbles up from the bubbling cup. The flow of water can be regulated by a loose-key regulating valve.

In a school where so many children are gathered it is an easy matter for germs to thrive in the old fashioned tin drinking cup. What could be more sanitary than a hygienic drinking fountain with fresh water bubbling up to quench the thirst.

Be sure and write for special catalogue on School Sanitary Fixtures, issued by James B. Clow & Sons, 342-358 Franklin St., Chicago.

SCHOOL DESKS GLOBES MAPS, ETC.

L.A. MURRAY & CO. SCHOOL FURNISHERS KILBOURN, WIS.

GET OUR PRICES ON SCHOOL FURNITURE AND SUPPLIES.

We can save you money on equipment for all grades from kindergarten to high school. Our novel selling method gives us a decided advantage in supplying goods of trustworthy quality. We have in stock at our offices, complete assortments of STANDARD GOODS, including CHARTS, REPORT CARDS, CARD CATALOG CASES, DICTIONARIES, HOLDERS, BLACK-BOARDS, CLOCKS, FLAGS, ETC.

From our factory connections we ship direct to customers: HEATING AND VENTILATING PLANTS, BOOK CASES, SCHOOL, OFFICE AND LIBRARY FURNITURE, OPERA CHAIRS, WINDOW FIXTURES, ETC.

SPECIAL CATALOG AND NET PRICES ON REQUEST

IF YOU BUY IT FROM MURRAY ITS SURE TO BE RIGHT.

All shipments made promptly.

L.A. MURRAY
AND A SQUARE DEAL

SCHOOL SUPPLIES NOTES.

Mr. A. R. Phillips has severed his connection with the J. L. Hammett Company of Boston. He is now representing Peckham, Little & Company, 57-59 East 11th St., New York City.

The Virginia supreme court has recently decided that cities and counties must purchase furniture and supplies, without competition, from the firm designated by the state board of education. Under the statute, the latter body contracts with a manufacturer to supply all furniture to all the districts of the state. The Norfolk city school board found that it could purchase desks cheaper in the open market than from the state's contractor and proceeded to ignore the law.

The Massachusetts Agricultural College has recently purchased from the McIntosh Company a college bench lantern for use in its laboratories.

The plant of the Columbus School Desk Co. of Columbus, Ga., has been seized to satisfy a mortgage of \$10,000.

New Bedford, Mass. Contract for all school supplies to be used during next school year awarded to Milton Bradley Company.

Racine, Wis. Desks for the Lincoln school auditorium purchased from the American Seating Company.

Harleigh Gillette & Co., Chicago, have issued a new illustrated catalogue of their tower and multiple clock systems. Copies will be mailed to any one interested.

A new simplified model of the Minot Rotary Microtome has been perfected by the Bausch & Lomb Optical Company. The instrument will fill the needs of laboratories which have been unable to buy the Minot Automatic because of its cost. It is perfectly reliable, and those who do not care to make sections thinner than two microns will do well to fully investigate it. The company will be pleased to supply complete specifications, etc., regarding this medium priced instrument.

Maysville, N. Y. The board has purchased desks from the A. H. Andrews Company; shades from the American Seating Company; chairs, Excelsior Seating Company, Cincinnati.

A RELIABLE FIRM.

The Peck-Hammond Co., heating and ventilating engineers, Cincinnati, Ohio, is a firm especially well qualified to do efficient work in designing and installing heating and ventilating plants for schools. The personnel of the company, Mr. W. H. McKleroy and Mr. J. L. Eichberg, assures prompt and economical execution of all work undertaken by them.

Mr. Hammond recently said: "There are many unexpected contingencies coming up in the installation of a large piece of work, but I have never been confronted with one which I could not quickly and satisfactorily solve." This is the spirit which pervades the whole company. No job is too small and none too large to be given conscientious attention. The division of the working force into office, engineering, agency and construction departments, places each phase of any job into the hands of those most competent to look after it.

Besides the regular equipments for large schools the Hammond school room heater is especially designed to meet the demands of small buildings which have no basement. The heater rests on a fire-proof base, placed on the school room floor, thus making it entirely safe. It is so arranged that the air can be revolved from the school room or taken in from the outside of the building.

The Peck-Hammond booklet gives prices and detailed descriptions of equipments. It will be sent on request.

THE BESSEMER DESK.

A new school desk that is attracting wide attention among school officials and sanitarians is the Bessemer desk recently perfected by the Steel Furniture Company of Grand Rapids, Mich.

The breakable nature of iron standards on the older type of classroom furniture has repeatedly led to the inquiry whether it would not be feasible to substitute steel in their place. By a process recently perfected it is now possible to make school desks of the accepted model in which steel replaces the iron. An outfit of such desks can be shipped, without any breakage, to any part of the world.

The new Bessemer desk is without scrolls or projections of any kind to collect dust and germs. The portions and curves of the seat and back have been most carefully drawn to agree with the latest measurements of physiologists.

Illustrated circulars and prices will be gladly sent to any one interested by application to the Steel Furniture Company, Grand Rapids, Mich.

THE EDUCATORS' EMBLEM.

While college and fraternity emblems have multiplied within the past few years at a remarkable rate there has been nothing in the way of an emblem to identify the great body of teachers as members of a noble and important profession. A closer affiliation of the various classes of educators is rapidly taking place, and the introduction of a device which will identify and still distinguish them seems highly desirable.

Such an emblem has recently been perfected, symbolic of the teaching profession in all its branches, which will at once distinguish the wearer according to his rank and position.

The general design of the emblem is a four pointed star representing the Latin motto, "Educatio aster patriae spei"—Education is the Nation's Star of Hope. The star is surrounded by a wreath indicative of the honorable position of the teaching profession. Surmounting the star is the torch of learning, between the points of the star are two quill pens, and beneath the wreath is a ribbon with the Latin inscription. Within the star is an octagon to

represent the eight grades. The center of the octagon is divided into four spaces representing the years of the high school. The four points of the larger star are typical of the four college years. The outline of the octagon is in colored enamel to indicate the kind of school the wearer is connected with. Thus red is a grade school, green a rural school, etc. Small stars represent the rank—one for a teacher, two for a principal, etc.

Another striking evidence of the supremacy of the Isaac Pitman shorthand as a practical and reliable system is found in the results of the fourth international contest for speed and accuracy in shorthand writing, held at Providence April 10 in connection with the annual meeting of the Eastern Commercial Teachers' Association. In this contest Miss Nellie M. Wood of Boston won for the third time, and permanently, the Eagan international cup. Miss Wood wrote at a gross speed of 280 words per minute for five minutes' consecutive dictation, and at the net speed of 264 2-5 words per minute, constituting a new world's record.

Hygienic Importance of Dustless Conditions in School Buildings

The problem of preserving hygienic conditions in school buildings is one that deserves the serious attention of those responsible for the health of pupils under their care. Ample ventilation and scrupulous cleanliness are vital, but, unless the floors receive proper attention and treatment, the dust that accumulates will be a constant menace, for dust is recognized as the greatest carrier and distributor of disease germs known. A simple yet effective treatment of floors is found in

STANDARD FLOOR DRESSING

A preparation that accomplishes its purpose by catching and holding all dust particles and killing the millions of disease bacilli coming in contact with it. Three or four treatments a year are all that are necessary. Standard Floor Dressing preserves the floors, makes the wood last longer and reduces the labor and cost of caretaking. Sold in barrels, half barrels, and in one and five gallon cans.

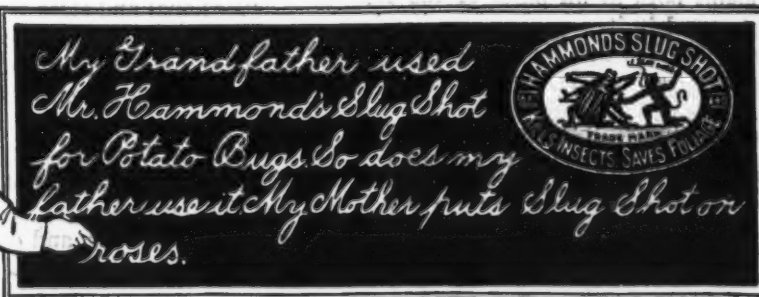
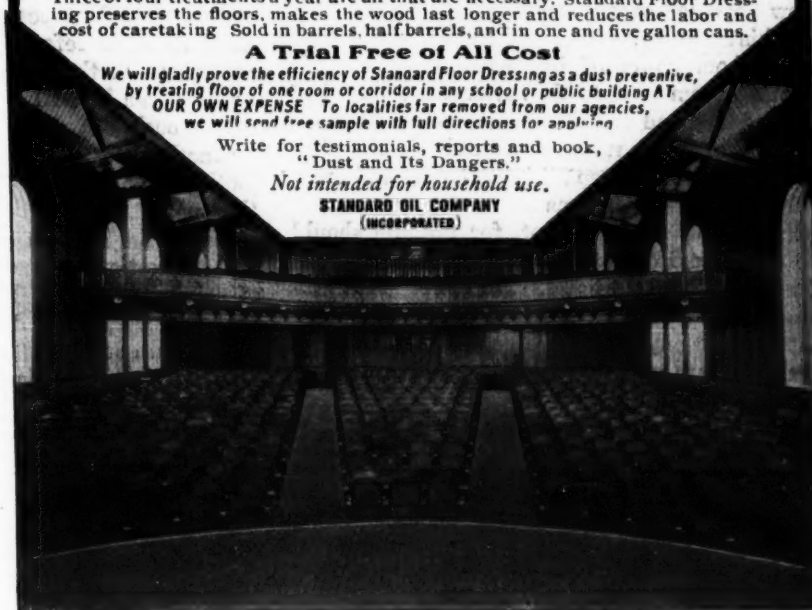
A Trial Free of All Cost

We will gladly prove the efficiency of Standard Floor Dressing as a dust preventive, by treating floor of one room or corridor in any school or public building AT OUR OWN EXPENSE. To localities far removed from our agencies, we will send free sample with full directions for applying.

Write for testimonials, reports and book, "Dust and Its Dangers."

Not intended for household use.

STANDARD OIL COMPANY
(INCORPORATED)



"HAMMOND'S SLUG SHOT" USED FROM OCEAN TO OCEAN

A light, composite, fine powder, easily distributed either by duster, bellows, or in water by spraying. Thoroughly reliable in killing Currant Worms, Potato Bugs, Cabbage Worms, Lice, Slugs, Sow Bugs, etc., and it is also strongly impregnated with fungicides. Put up in Popular Packages at Popular Prices. Sold by Seed Dealers and Merchants.

HAMMOND'S SLUG SHOT WORKS, FISHKILL-ON-HUDSON, N. Y.

A QUEER PLACE FOR A MANUSCRIPT.

It was in a great American city, although the population was of the most thoroughly foreign type; in the basement of the one really American landmark, the public school. Dirty and crumpled, yet sought for and read with all the earnestness ever given to the proverbially interesting boy's wild west novel, and all because it, like the frontier story, was a record of doing things in which boys are interested, and, even better, it was a record not only of what boys are interested in doing, but of what boys have actually done, of difficulties real and serious to the boy's life and the actual record of how boys had overcome them.

This manuscript answered their questions and gave them power of independent action. It showed them how to do better than they had been doing and increased their speed. It made possible a larger number of pupils in the class and did much to keep all busy, happy and properly employed. So it was not such a queer place after all for a manuscript, for nothing should be considered out of place when it is doing so much good and no harm. No doubt some who read these lines will think it queer that boys should read anything of value, but is it not true that boys are very much like men, in that they read that which gives the information they wish? Come to think it all over, this article is wrongly headed. It should have been, A Manuscript in the Right Place, for where better could a manuscript be which was so helpful to boys in their shop work than in the basement manual training room? Did they really need it? You ought to have stepped into that room one morning with a visitor and seen those boys watching their turn to get a chance to read it. You ought to have heard one boy in his broken English criticize another boy's work, saying so loudly the visitor heard it, "Say, don't you know better than that? That ain't the way the book says."

Perhaps you are asking what has become of this dirty and crumpled manuscript. It remained in the school for the entire summer course. It gave this class the record for the first piece of finished work, the best work for pupils of those grades, and the best methods of doing work. It will not surprise our readers who know how long and how well the Orr & Lockett Hardware Company have served the schools in supplying manual training equipments to learn that in their quest for a book to give a larger educational value to manual training work, they should learn of the success of this school and should secure this crumpled and finger stained manuscript, which they have had thoroughly rewritten and enlarged and put in form for use in all manual training schools.

When we consider that the completed book contains 338 illustrations of a high grade, all printed on extra fine paper, we can have no doubts about boys in all parts of the country being interested in it.

Not only do the 250 pages contain a very complete text written in language which the

boys can understand, but they also give a large number of complete working drawings. One feature of special value is the plan of introducing the drawings in such a manner as to lead the pupil first to read the most simple drawing, then to make his own drawing and continuing step by step, providing a complete and excellent course in elementary drawing.

Another feature of the book is the two-fold plan of the text. It is written so that the pupil can begin at the first lesson and proceed systematically step by step working out the problems in each lesson in order, thus being certain of a thorough course. In addition to this, every description, tool process and problem is indexed and also often referred to in the text by cross-references, so that no matter what problem the pupil works he will be led to read very much of the book.

Another feature new and valuable is the method employed of so classifying the objects that new designs are suggested. There is also given in the text many hints for modifications and suggestions which will lead to the making of original designs. These hints are so worded that the pupil is led to do his best and yet be kept within such limits as will insure a reasonably satisfactory design.

You will find the Orr & Lockett Hardware Company's advertisement for this book, "Woodwork for the Grades," among the advertising pages of this issue.

MINNESOTA BOOK INVESTIGATION.

The special committee appointed by the Minnesota state legislature to investigate the methods of text book publishers made its report early last month. The findings of the committee are not as sensational as the evidence presented in the public hearings. The alleged evils are attributed to loose methods of school boards and business incompetence of superintendents on the one hand and to the fierce competition between the publishers on the other hand.

The chief conclusions of the committee may be summarized as follows:

"There is no trust or combination among the various companies. Some of the book companies are guilty of evil practices, brought on by aggressive competition.

"Teachers as a class are nomadic, with no property interest in the community and little business ability.

"School boards ought to exercise closer supervision over buying of books.

"Teachers should be prohibited from working for book companies in vacations.

"Book companies should be bonded by the state to guarantee selling books in Minnesota as cheaply as in any other state.

"School books cost too much money, and frequent changes are induced by liberal allowances for old books taken in exchange.

"National and state teachers' associations are influenced by book companies.

"Many teachers believe that their welfare in the profession depends on the good will of book companies.

"State publication of text books or state uniformity of books will not help the situation.

"The large book companies have decided to reform their ways, and confine themselves hereafter to the selling of books."

The Minnesota legislature adjourned without finally passing any book legislation.

CHICAGO BOOK CONTROVERSY.

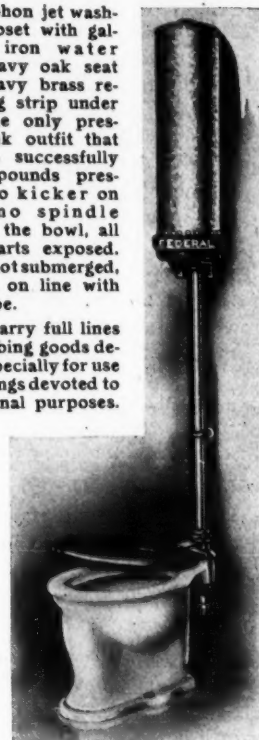
A report of the special book investigating committee of the Chicago board of education indicates that of 120 text books used by the schools, nearly sixty are sold elsewhere at lower prices. The committee secured prices and sample

The "Gymnasia"

Specially adapted to SCHOOLS
Gymnasiums, etc.

A syphon jet wash-down closet with galvanized iron water tank, heavy oak seat with heavy brass reinforcing strip under rim. The only pressure tank outfit that operates successfully at ten pounds pressure. No kicker on seat, no spindle through the bowl, all metal parts exposed. Spring not submerged, valve is on line with flush pipe.

We carry full lines of plumbing goods designed specially for use in buildings devoted to educational purposes.



FEDERAL-HUBER COMPANY

CHICAGO: Fulton & Halsted Sts.
GRAND RAPIDS: 27 Ottawa St.
SAN FRANCISCO: 642-644 Pacific Bldg.
NEW YORK: 244 Fifth Ave.
DETROIT: 107 Brandon Ave.

books from over 100 cities in different sections of the country and from a score of states.

In the aggregate the school officials estimated that Chicago children are overcharged to the extent of \$200,000 annually.

The publishers have answered that the report is full of errors and inaccuracies in that retail prices in Chicago are compared with wholesale prices in other cities and states, and that abridged editions have been mistaken for the complete books.

Nine bills to regulate the price of school and college text books have been introduced in the Illinois legislature as a result of the price exposures in Chicago and other neighboring cities.

Supt. Emerson has begun war upon the fraternities and sororities in the high schools of Buffalo, N. Y.

SOMETHING NEW THE EDUCATOR'S EMBLEM

For Teachers, Principals and Superintendents



PATENTED

ent, a Dean or a College President.

AGENTS WANTED

Send for descriptive circular and endorsements. Remember this is a patented emblem and the only one ever officially recognized. Gold plate with colored enamel, heavy safety clasp, for lady or gentleman \$1.25. Solid 21 carat gold, in green gold and Roman gold, enameled in color. Price on application. Add 10c for registration. State your rank and school.

EDUCATOR EMBLEM CO. NOT INC.
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GEOGRAPHY SPECIMENS

of
Silk-Cotton-Coal
Furs-Grains-Iron-
Leathers-Sugars-Limestone
and all other known Products.
Arranged for grade work,
Commercial Geography,
Commercial History,
Natural Science,
Chemistry.

STANDARD INDUSTRIAL AND COM-
MERCIAL EXHIBITS CO.

65 Fifth Ave., New York City



Columbus Ventilated Urinal for Schools

A FEW GOOD REASONS

Why it Should Be Used in All Public Buildings

BECAUSE:—

It is absolutely sanitary — perfect ventilation is secured by induced draft.

It thoroughly ventilates itself as well as the entire toilet room, all odors being carried out, none escaping into the building.

It fills a much needed want in school buildings.

The ventilation takes place at three points in each stall, making 24 points through which odors are carried away: 1st. At the base or floor line. 2d. At basin in center through which water flows, and 3d. At the top into hood which is connected with vent stack.

Arrows Indicate Ventilation

**The Columbus Heating and Ventilating Co.
Columbus, Ohio**

LOUISIANA SCHOOL BOARD CONVENTION.

A successful meeting of the Louisiana School Board Association was held April 3, at Alexandria, La.

The convention was largely attended and very representative in character. Presidents and members of parish boards of education were present in large numbers, from every section of the state. Much interest and enthusiasm were displayed.

Dr. N. P. Moss was presiding officer at the meeting and L. J. Alleman was secretary.

Addresses were made by Dr. N. P. Moss, Prof. R. L. Himes, Louisiana state university; Dr. A. B. Coffey, Louisiana state university; Hon. T. H. Harris, state superintendent of education.

Address by Dr. N. P. Moss.

In his annual address the president, Dr. N. P. Moss, referred to the good work done by the association in the past in arousing members of school boards to a deeper sense of their duties and obligations as public servants, and congratulated the association upon having been instrumental in securing the new law prescribing certain necessary qualifications for the office of parish superintendent of education. He called attention to the serious defect in the law relating to the election of school boards in a body every four years, and pointed out the advantages of selecting the members in successive groups instead. He urged upon the parish school boards of the state to unite their efforts for the general improvement of the public schools and paid a high tribute to the state federation of Women's Clubs for the active and valuable support club women were giving school work in Louisiana.

Resolutions were adopted endorsing the movements now on foot to introduce practical agriculture into the high schools of the state; recommending the introduction of the other allied activities, such as boys' corn clubs, which would relate the rural school in a more vital way to the activities of farm life in rural com-

munities; urging a change in the present method of electing school boards so that the members would be chosen in fractional and successive groups instead of the entire number being elected at one time, and by this means prevent any serious interruption in the continuity of school administration by sweeping and radical changes in the personnel of school boards.

Superintendent Harris' Address.

State Superintendent T. H. Harris delivered a strong address on the "Duties and Responsibilities of a Member of the School Board." Mr. Harris stated that the constituents of a school board member are not the voters of his ward, but they are the children of the ward and that in the discharge of his duties the member of the school board should keep the child alone in mind. The law fixes the qualifications of a school board member, but these qualifications are only a small part of the sum total required to be a successful member. The great problem in the rural school is consolidation; this requires more funds and the school board member should be a leader not only in these movements but should be a man who has the entire confidence of the community.

Profs. Coffey and Himes.

Professors Himes and Coffey, of the Louisiana state university, both gave helpful addresses. Prof. Himes laid stress on the point that school boards should not only plan their work well, but carry out their plans faithfully to full completion. A good school building was a fine thing, but was incomplete and of little value without a good teacher inside of it.

Prof. Coffey dwelt upon the opportunity of the school board member to render service in the community. The function of the member of the school board is to place competent teachers in the class-room. School officials should have the honesty and manhood to say that they are not qualified to fill positions of trust and responsibility when such is the case. The state has made commendable progress in the past,

but we should not lose sight of the fact that we have just made a beginning. The strategic point in school administration is the superintendent, who should be a man of scholarship at least equal to that represented by a first grade certificate, and the examination should be of such a quality as to preclude the possibility of cramming for the position.

Officers elected for the year are as follows:

President—Dr. N. P. Moss, Lafayette.

Vice Presidents—Wm. Dymond, for first congressional district; Isadore Fisher, for second congressional district; J. G. Broussard, for third congressional district; P. C. Webb, for fourth congressional district; J. T. Lasley, for fifth congressional district; W. L. Kimberlin, for sixth congressional district; J. H. McNeil, for seventh congressional district.

Secretary—Leo H. Favrot, St. Martinville, St. Martin parish.

Brookline, Mass. On recommendation of the committee on text books, the school board has authorized King's Geographies and the Walton & Holmes' Arithmetics for use in the elementary schools.


Professors Fulton and Trueblood have written a new book on expression entitled Essentials of Public Speaking. The purpose of this volume is to supply a demand in the secondary schools for systematic instruction in the essentials of good delivery in reading and speaking. Ginn & Co. are the publishers.

Tupelo, Okla. Contracts will be let June 1, 1909, by the board of education for 200 desks and about 600 opera chairs. Bids wanted.

An important book entitled "The Reorganization of Our Colleges" from the pen of Clarence F. Birdseye, is scheduled for early publication. Baker & Taylor are the publishers.

Hinds, Noble & Eldredge have issued a new one-year course in English and American Literature from the pen of Prof. B. A. Heydrick.

THE PERFECT SCHOOL PENCIL No. 365 Drawing



The LEAD IS GRITLESS; DURABLE; UNIFORM. Made in 4 Grades: B., H. B., H., H. H.

EBERHARD FABER NEW YORK

Teachers' Council to Be Formed.

(Concluded from Page 18).

higher educational institutions, where faculty reports are always made, they frequently never reach the executive board, or reach the supreme authority so revised by the president as to misrepresent by distortion or by suppression their original purport.

"I beg to assure you that if you institute the procedure I propose, the Dallas board of education will set a notable example, and one that may in due time spread abroad incalculable benefits. If the executive board of any system of public schools in this country has ever taken such action, I do not know of it. Of course, it is even notorious that the Chicago Teachers' Federation is including among other demands the establishment of educational councils such as I advocate, but the dictatorial and belligerent manner in which those demands have been urged may lead to vicious use of privileges extorted by political force. Such an attitude and spirit are as obnoxious to true organization as the inert and stagnant condition they replace. It is not privileges, but duties and opportunities of high service that I would have considered. It is to arouse individual consciousness of such duties and opportunities that I would have the teachers called upon for counsel.

"The cause of the universal practice in which one supposed expert dictates to hundreds of passive teachers, has been the necessity of centering the final power and responsibility in one man. Such final decision and power of control is a real necessity, but in the work of teaching the control ought not to be an arbitrary control of a passive rank and file, nor should decisions be without advice from those who are expected to perform the delicate work for which the entire system exists. John Stuart Mill has well said, 'whatever crushes individuality is despotism, by whatever name it be called.' Organization means spontaneous co-operation in a natural spirit of responsibility for mutual support. Because financiering combinations have been successfully administered without being truly organized, it has been supposed that school systems could be prospered by like administration. But in this error it has been forgotten that a dividend was the simple object of the financiering combination, whereas a system of schools should be a true organism (not a mere combination), and its parts can subsist healthfully only in an atmosphere of confidence and fellowship and through spontaneous mutual service. The work of schools requires for true success far more than the executive ability of an autocrat. A superintendent of schools may easily make the test of his own fitness: Do his opinions receive consideration for their merit, or must they always be backed by his authority?"

Minnesota Legislation.

(Concluded from Page 2)

\$1,500 to \$1,700; for graded schools, from \$550 to \$600; to semi-graded schools, from \$250 to \$300; to first-class rural schools, from \$125 to \$150; to second-class rural schools, from \$50 to \$100.

6. A bill of Senator Bedford's grants \$500 additional aid to graded schools that do two years of high school work.

7. The annual state aid for public school libraries will be \$22,500 for each of the coming two years. The present library law is unchanged.

8. Provision has been made for a dormitory for each of the normal schools at Winona, Moorhead and Duluth.

The continuous or summer session at the normal schools are to be continued.

9. A bill has been passed creating a pension fund that it will make it possible to pension teachers in St. Paul, Minneapolis and Duluth.

School Legislation in Maine.

The Maine legislature of 1909 enacted important educational legislation.

It increased to three mills the state tax for the support of common schools. On the basis of the new law the state will annually distribute, beginning in 1911, about one and a half million dollars to the towns and cities of the state to be expended for common schools.

It increased the minimum number of weeks that towns must support schools from twenty to twenty-six.

It increased the requirements for high schools, raising likewise the amount of state aid to these institutions and providing for visitation and inspection under the direction of the state superintendent of schools.

It added an educational requirement to the compulsory education law, authorizing school committees to compel school attendance to the seventeenth birthday, unless a minimum educational test can be met.

It established a new state normal school, making the total number of such institutions five. It also made liberal increase for the support of these schools, making possible the extension of courses in manual training and agriculture already introduced, and the establishment of rural model schools.

It passed a law providing for state approval of plans of new school buildings, and also fixed a minimum standard in respect to protection against fire.

It provided for the more liberal support by the state of the common schools in unorganized townships, and for the payment by the state of the secondary school tuition of pupils resident of these townships.

It passed a medical inspection act which authorizes towns to provide for the appointment of school physicians. This act also provides for sight and hearing tests of public school pupils.

It endorsed and strengthened the law previously enacted providing for expert school supervision by raising the standard of requirements upon superintendents and by extending the provision of the act to all towns and cities of the state.

It created a school equalization fund for the aid of the towns assessing themselves for the support of common schools in excess of four mills on the dollar.

Plaster Casts

FOR DRAWING AND MODELING:

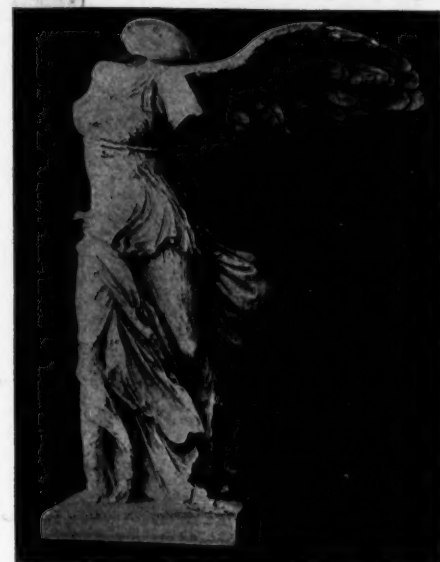
Reproductions from Antique, Mediaeval and Modern Sculpture, Etc.
✓ ✓ ✓ for ✓ ✓ ✓

SCHOOLROOM DECORATION

These Art Productions have never failed to receive the highest award when placed in competition with other makes.

C. Hennecke Co.
Formators.

Milwaukee, - Wis.



Send for Catalogue

It provided additional aid to academies offering courses in manual training, domestic science and agriculture.

It made provision for a special investigation of the needs of the state in respect to a system of industrial education.

It provided for the payment of teachers' salaries at the close of each school month.

Under the terms of the initiative and referendum these enactments are not effective until about July 1st.

The total appropriations for all educational purposes made by the legislature of 1909, exclusive of institutions for defectives and delinquents, including the three mill tax, high school and academy aid, expert school supervision and special appropriations for academies, colleges, etc., amount to approximately \$1,300,000 for 1909 and to \$1,350,000 for 1910. The first distribution of the proceeds of the new mill and a half tax will not be made until 1911, and is therefore not included in the foregoing appropriations of 1909-1910.

Paste Powder.

The Cold Water Paste Powder prepared by the George Mfg. Co. of Chicago should be of interest to all who use mucilage or library paste. It is a flour-like, dry powder which readily mixes with cold water to make a paste or mucilage of any desired consistency. Only such an amount as is to be immediately used need thus be prepared, although when mixed it lasts as well as other ready mixed products. This ever fresh supply is a feature of great merit as well as the first cost, which is about one-quarter that of library paste.

The company also manufactures a black ink powder and a writing fluid powder, the latter warranted to make fluid equal to the best sold in liquid form. The name "Justrite" suggests this.

Lexington, Ky. Desks for high school purchased from Cleveland Seating Company.

We want one or two active, energetic teachers or superintendents to represent us this summer with a view to permanent position in the sale of Webster's Universal Dictionary, new 1909 edition.

This work is highly recommended by a large number of State superintendents. It is now recommended for purchase in many State library bulletins.

We also have an entirely new series of abridgments based on Webster's Universal which have recently been adopted in many cities. For full particulars address the SAALFIELD PUBLISHING CO., Akron, Ohio.

LAST CALL DIPLOMAS

As we carry a complete line in stock, we can serve you on short notice.

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Ames & Rollinson Co., 203 BROADWAY
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DO NOT OBTAIN
THIS NUMBER.